

INSPECTION REPORT

RICKLETON PRIMARY SCHOOL

Washington

LEA area: Sunderland

Unique reference number: 108818

Head teacher: Mrs Y C Curtis

Reporting inspector: Miss K Manning
20267

Dates of inspection: 6th – 7th May 2003

Inspection number: 246827

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

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Vigo Lane
Rickleton
Washington

Postcode: NE38 9EZ

Telephone number: 0191 2193785

Fax number: 0191 2193789

Appropriate authority: The governing body

Name of chair of governors: Mrs R Foster

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20267	Miss K Manning	Registered inspector
11368	Mrs K Lee	Lay inspector
23375	Mr J Hicks	Team inspector
27477	Mrs J Mitchell	Team inspector

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rickleton Primary remains a large school, even though numbers have fallen in recent years because there are fewer young children in the area. There are 333 boys and girls in classes from reception to Year 6 and a further 52 attend the nursery part-time. In most years there is a fair balance of boys and girls, but in the reception class and Year 3 there are more girls and in Year 5 there are more boys. The school serves the local community and provides space in an annex for a breakfast and after-school club and for mums and toddlers. Though pupils come from a wide range of backgrounds the area in general is more advantaged than most. This is reflected in the lower than average proportion of pupils who are eligible for free school meals. Most of the pupils are from British families but a small number come from Japanese families who live and work in the region. These pupils speak English as an additional language and the school has a good reputation for the support it provides for them and their families. The proportion of pupils who have special educational needs is smaller than in most other schools. Fifty-six have learning, physical or emotional difficulties and two of these have statements of their special need entitling them to extra help from the school. When children start in the nursery, their attainment varies but most have skills and knowledge that are typical for their age.

HOW GOOD THE SCHOOL IS

This is a very good school; one with an outstanding ethos. The leadership and management are very effective and consequently, the school is successful and provides good value for money. Teaching is good and often very good and ensures that pupils of all abilities and backgrounds achieve as well as they can. Consequently, by the end of Year 6, standards in English, mathematics and science are well above average and many pupils achieve standards in information and communication technology that are beyond those expected for their age. Pupils enjoy their time in school and are extremely keen to learn and to take part in the rich curriculum provided for them.

What the school does well

- Good and very good teaching means that, by the time they leave the school, many pupils achieve standards in English that are well above the national average.
- Pupils get a good grounding in information and communication technology and consequently achieve standards that are beyond those expected for their ages.
- Teachers ensure that pupils from all backgrounds and of all abilities have equal opportunities to make progress and are included in school activities and events.
- Strong leadership and effective management by the head teacher and senior staff provide the school with a good basis for continued development and improvement.

What could be improved

- Pupils do not know how to use standard library systems to find books. This means that they cannot carry out independent research effectively.

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 improved at a very good rate since it was last inspected in March 1998. All of the key issues identified in the previous report have been tackled successfully. A considerable amount of effort has gone into reviewing and improving planning and the procedures for assessing and recording

what pupils know and can do. As a result, work in all subjects gets progressively harder as pupils get older and the testing and assessments carried out by teachers enables them to set ambitious but achievable targets for raising standards in English and mathematics. When managing the provision for pupils who have special educational needs, teachers now make very good use of recommended guidelines. The most marked changes have been in information and communication technology, where tremendous improvements to the curriculum and the quality of teaching have helped to raise standards from below those expected to above those expected. This is a real success for the school. Staff have also continued to improve what the school offers pupils through a planned programme of training and development. As a result, the curriculum is wider than it was at the time of the previous inspection and helps pupils make choices about healthy lifestyles and gain citizenship skills.

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			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	A
mathematics	A	A	A	B
science	B	B	A	B

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

Children get off to a fine start in the Foundation Stage. By the end of the reception class, many have achieved the skills and goals expected for their age and the most able are working towards the first levels of the National Curriculum. Over the last four years, standards in Year 2 have varied, depending on the differing abilities of each group of pupils. Last year, test results showed that standards in reading, writing and mathematics were above average. Girls do better than boys in writing tests but teachers have reduced the gap by planning activities that encourage boys to write more often and at greater length. Inspection findings are that many of this year's group of pupils are achieving standards that are beyond what is expected for their age. The school's results in National Curriculum tests for pupils in Year 6 are a fair reflection of standards in the school. In last year's national tests in English and mathematics for pupils at the end of Year 6, more than half of the pupils achieved levels that were above those expected for their age. In science tests, two-thirds of pupils achieved a higher level. Inspection findings show that pupils in Years 3 to 6 achieve well and make good progress. Standards have been rising at a similar rate to the national picture and they are above or well above average when compared with similar schools. Last year, the school exceeded the targets it had set for raising standards in English and just failed to match its target in mathematics because a small number of pupils did not do as well in the test as expected. A number of pupils who had special educational needs did exceptionally well to achieve the levels expected for their age. Throughout the school, standards in information and communication technology have risen considerably and are now above those expected for pupils' age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work and school. They are highly motivated to do well and are extremely enthusiastic about lessons and other activities.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and when they are out of the classroom. They have a very good grasp of what is right and wrong.
Personal development and relationships	Very good. Pupils are willing to take on responsibilities and show initiative. They form very good relationships with adults and respect themselves and other children.
Attendance	Levels of attendance are well above average and reflect the fact that pupils enjoy their time in school. There have been no exclusions from the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Most of the lessons seen during the inspection were taught well and the teaching of information and communication technology has improved tremendously since the previous inspection. There are some very good features of the teaching that contribute substantially to pupils' achievement and the good rate of progress that they make from one year to the next.

Strengths in teaching and learning:

- Teachers' good knowledge of how to teach the basic skills of literacy and numeracy increases pupils' understanding and is one of the reasons why learning is good in English and mathematics.
- Teachers ensure that pupils from all backgrounds and abilities get the help they need to achieve well over time. Pupils who have special educational needs, those who speak English as an additional language and pupils who are gifted and talented are all given the help they need to achieve their full potential.
- Teachers plan work that is challenging and interesting and makes pupils work hard. This is one of the key reasons why pupils achieve extremely well in English and standards are above those expected in information and communication technology.
- Teachers are very good at marking pupils' work. The helpful comments they make ensure that pupils know how well they are doing and what they need to do to improve.

Aspects of teaching that could be improved.

- Teachers are not teaching older pupils how to locate fiction books alphabetically according to the name of the author or showing them how to use standardised library systems for finding non-fiction books. This is affecting their ability to carry out independent research to help their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements for pupils in Years 1 to 6 and follows the recommended guidelines for children in the Foundation Stage. It is enriched by a wide range of after-school activities and specialist tuition and coaching. The school ensures that all pupils have equal opportunities to learn and make progress.
Provision for pupils with special educational needs	Very good. The work, guidance and resources provided for pupils who have special educational needs help them to make very good progress towards their personal targets.
Provision for pupils with English as an additional language	Very good. These pupils are helped to settle into school and quickly learn to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils' personal development is promoted in everything the school does.
How well the school cares for its pupils	Staff take good care of pupils. Procedures for assessing and tracking pupils' progress are very good and improving all the time.

Staff make very good provision for pupils who are gifted or talented. The work planned by teachers is challenging and pupils are encouraged to join after-school clubs that help promote their talents. The school has maintained the very good relationship it has with parents. They are encouraged to help their children at home and a number help out in the school. Their involvement has a significant impact on the standards achieved by pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher is a strong leader who provides firm educational direction for the work of the school. Senior staff work together well as a team and this has helped bring about significant change and improvement since the previous inspection.
How well the governors fulfil their responsibilities	Good. Governors contribute substantially to the effectiveness of the school and their efforts to ensure that parents are kept informed are beginning to pay dividends.
The school's evaluation of its performance	Very good. The school identifies areas of concern in its performance and works hard to bring about improvement. Rigorous monitoring and evaluation ensure that senior teachers have a clear view of the strengths and weaknesses of the school.
The strategic use of resources	The school makes good use of the resources available. Grants are used wisely to provide classroom assistants and additional support for pupils

	who have special educational needs.
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Governors and staff consider carefully the pros and cons of all spending decisions and try hard to gain value for money. They actively apply the principles of best value to all of their work.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased that their children like school. • They believe that their children behave well in school. • Parents are glad that their children are expected to work hard and do their best. • Most parents think that the teaching is good. • They believe that the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • Parents feel that they are not kept well enough informed about how their children are getting on and that the school does not work closely with them. • Some parents would like a more interesting range of activities outside lessons.

Inspection findings agree with parents’ positive views of the school. They are right about the behaviour of pupils, the quality of teaching and the attitudes and values promoted by staff. Parents’ concerns about the range of activities provided outside of lessons and the information they get about their children are unfounded. A wide range of academic, sporting, musical and creative activities take place at lunchtimes and at the end of the day. These are popular with pupils and there is something on offer for children from the nursery upwards. At the start and end of the day teachers are available to talk with staff and the head teacher makes every effort to ensure that parents have the time they need to talk over concerns or worries. Governors have begun to issue regular newsletters to parents in an attempt to ensure that they are kept fully up to date with events and issues that affect the school. Written reports of pupils’ progress, sent out at the end of the year, are extremely informative and give parents detailed information about what their children do well and where they need to improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good and very good teaching means that, by the time they leave the school, many pupils achieve standards in English that are well above the national average.

1 The main reasons why standards in English are well above average by the end of Year 6 is that the teaching is good and the methods used by teachers work well. A good deal of time is spent on English because teachers regard literacy as being crucial to pupils' academic success. Throughout the school, teachers use the National Literacy Strategy very effectively to plan lessons that are lively and interesting to pupils.

2 Standards in speaking and listening are well above average because teachers plan many opportunities for pupils to engage in discussions and debate in small groups or with the whole class. At the start and end of most lessons some time is spent in discussions, which is when pupils have the chance to give their points of view and share what they know with their classmates. Teachers always make sure that pupils who have special educational needs or who are learning to speak English understand the meaning of technical terms in subjects such as science. As a result, like other pupils, they begin to use these terms when talking about their work. Pupils are also expected to take part in class assemblies and concerts at Christmas and other times of the year. By the time they are in Year 6, pupils are confident enough to say that they look forward to their leaving production. The after school drama club is popular with pupils in Years 3 to 6 and is well attended. The expert coaching that they receive helps pupils to express their feelings and use their voices to good effect. Pupils say that they enjoy this club and it makes a useful contribution to their personal and social development at the same time as it helps them gain confidence in speaking to adults and other pupils.

3 Teachers are particularly successful at teaching the basic skills of reading. From the Foundation Stage onwards pupils are taught to use the sounds of letters to help them make sense of unfamiliar words and to look at pictures for clues. As a result, average and higher attaining pupils in Year 2 read fluently and accurately. When lower attaining pupils and those who have special educational needs make a mistake they are generally able to rectify it by looking at the sense of the whole sentence and making a sensible guess. By the time they are in Year 6, pupils show a clear understanding of the text and the underlying themes of the books they read. They discuss their preferences for author and genre and explain the reasoning behind their choice of books. For example, pupils said that they had enjoyed reading the witch's chant in Macbeth but had found other parts of Shakespeare difficult to understand because of the language used. All pupils are encouraged to read at home and the contribution made by parents is a significant factor in why pupils do so well. The reading diaries of pupils show that most are keen readers and when asked they talk enthusiastically about their favourite authors and books. While younger pupils are happy to chuckle over the antics of characters, older pupils talk knowledgeably about what attracts them to poetry and plays.

4 The teaching of writing has improved significantly since the previous inspection and is now good. Teachers provide daily opportunities for pupils to write, in English and other subjects. For example, as well as writing stories, poetry and plays in English lessons, pupils write accounts of events in history and reports of experiments and investigations in science. In the Foundation Stage, children write as they engage in play situations and more formally when they make books that retell stories or write lists of the toys they would like from Santa Claus at Christmas. Pupils write at greater length as they get older and by the time they are in Year 6, many write stories that are carefully plotted and incorporate interesting characters and a vibrant vocabulary. Another strength to the teaching of

writing is that teachers ensure that there is a good balance of creative writing, grammar, punctuation and spelling. For example, pupils in Years 1 and 2, were given the chance to practice using conjunctives to make sentences more complex before they were expected to use them in their stories. The success of this teaching method is evident in the way that older pupils write in a wide variety of styles but always ensure that their work is set out in paragraphs and that most words are spelled correctly. Pupils are also expected to learn spellings at home and this has a marked affect on the standards they achieve.

5 One of the real strengths of the teaching of English is the effort that goes into marking pupils' work. As well as using praise to help motivate pupils of all abilities, teachers write exceedingly detailed comments that help pupils know how well they are doing and what they need to do to improve. This starts in the Foundation Stage, where comments such as 'wrote this without any help' and 'used fingers to make spaces between words' provide exceptionally good information for parents who want to know how well their children are doing at reading and writing.

6 The consistently good teaching ensured that, last year pupils' did very well in national tests. Pupils in Year 2 attained standards in reading and writing that were above average with almost half of the pupils achieving a higher level. Tests for pupils in Year 6 showed that standards were well above average and more than half of the pupils achieved a higher level. A number of pupils who had special educational needs or who spoke English as an additional language did very well to reach or exceed the levels expected for their age. This is a real success for the school and is testimony to the effort made by teachers.

Pupils get a good grounding in information and communication technology and consequently achieve standards that are beyond those expected for their ages.

7 The quality of teaching and learning have improved tremendously since the previous inspection and standards have gone from being below average to now being above average. This is a real success for the school and is the result of careful planning and budgeting, increased resources and training for teachers.

8 As a response to criticisms in the previous report, governors decided to spend money equipping the school with a suite of computers and the software and hardware necessary to ensure that the curriculum could be taught in sufficient depth to meet statutory requirements. This has clearly paid dividends. The computer room is in constant use and the fact that pupils get frequent opportunities to learn new skills and practice those they have already acquired is one of the key reasons why standards have risen so quickly. Governors also decided that one of the resources they would provide for the school was the expertise of an information and communication technology technician. The technician is responsible for much of the day-to-day setting up of computers and software and for providing help and advice for teachers and pupils. In lessons, he is available to help pupils when they get stuck and is also there to help teachers when things go wrong with the equipment. With time, the technician's role is changing and developing and he is now able to help teachers as they begin to use computers to plan lessons and keep a track of what pupils know and can do. Another resource, that has proved to be an efficient use of money, is the employment of specialist group of experts to teach aspects of control technology. This has been a judicious use of the budget and has enabled the school to access expertise and in particular, expensive equipment at a reasonable cost.

9 Teachers have had considerable training since the previous inspection and consequently most of the teaching of information and communication technology is now good. Staff confidence and expertise have been much improved and teachers have developed their own skills and knowledge so

that they use and discuss the subject with increasing confidence. In lessons, pupils are given clear directions and detailed step-by-step instructions to help them in their work. This is particularly evident in the way that younger pupils are taught to use the computers. As a result, by the end of Year 2 pupils are familiar with the layout of the keyboard, control the cursor with a mouse, log on and off and open programs. They also know that information and communication technology is not just computers, but includes many domestic items. Older pupils have done a lot of catching up and have benefited from having more time to spend on computers. They are confident in using all aspects of information and communication technology and are beginning to consider why they would choose to use computers to share information rather than other methods. For example, pupils in Year 6 talked about the benefits of editing film with a computer and of using spreadsheets that re-calculate data when one figure is changed. Pupils are skilled at using computers to communicate information as spreadsheets, databases, multi-media productions and short films for specific audiences such as another class or group. Most talk easily about using information and communication technology in the world of work and leisure and have a good grasp of its potential.

10 A strength of the teaching is the way computers are used to support pupils' learning in subjects such as art and design, geography and history. From Year 1 onwards pupils use word processing and a range of other programs in their work. During the inspection, computers were in regular use in classrooms and in many lessons information and communication technology is an integral part of learning. For example, children in the reception class use computers to identify letter sounds, pupils in Years 1 and 2 practise their reading and mathematics with the help of computers and older pupils research facts in history, geography and religious education using CD-ROMS and the Internet and sometimes print out work that they have researched at home.

11 Good leadership and management of the subject have ensured that the school has come a long way since the previous inspection and is in a good position to be able to continue to raise standards. The quality of teaching and learning is monitored closely and the information and communication technology team keeps a close eye on new developments in technology and are quick to seize opportunities for training and grants for improving or extending equipment.

Teachers ensure that pupils from all backgrounds and of all abilities have equal opportunities to make progress and are included in school activities and events.

12 The school pays close attention to the inclusion of all pupils and ensures that, whatever their background or ability they achieve the best that they can.

13 Pupils who have special educational needs linked to physical, emotional or learning difficulties get good support from teachers and teaching assistants. This starts in the Foundation Stage, when teachers assess what children know and can do in their first term in school. This enables teachers to identify children who may have problems and ensures that children get the help they need quickly. In Years 1 to 6, teachers assess and record attainment regularly and use the results of standardised tests to identify pupils who are not making the expected progress. Teaching assistants, who have had extensive training, effectively use a range of initiatives such as the 'early' and 'further literacy strategies' and 'booster' sessions and classes, to provide good quality help for pupils who need an extra push to achieve the levels that they should. It is a measure of the school's success with this group of pupils that a number do exceptionally well and reach the levels expected for their age in national tests in English, mathematics and science.

14 Teachers are beginning to pay as much attention to the needs of pupils who have been identified as gifted or talented. Pupils who do very well academically are given more challenging work in lessons and one or two are taught with pupils who are a year or more ahead of their age. Pupils

who excel in mathematics are given the opportunity to take part in ‘master-classes’ and with their parent’s permission are entered for difficult ‘World Class’ examinations based on solving mathematical problems. A number have been successful in this and achieved levels that are well beyond those expected for their age. However, in all of this, staff are very conscious of the need to ensure that pupils’ social maturity matches their academic ability and it is for this reason that they discuss the benefits and drawbacks of each individual case with the parents and children involved. A number of pupils in the school have talents in sports, music and art. Teachers try to provide for them through after-school clubs and activities and by making use of the skills of professional coaches, musicians and actors. Pupils who are good at sport are encouraged to enter local tournaments and leagues and have done well in swimming events and games such as football.

15 Teachers also ensure that boys and girls get the same deal from the school. A few years ago they realised that girls in Year 2 were outperforming boys in national tests in writing. Teachers set about narrowing the gap by providing more interesting writing activities of the sort that would interest boys and in each successive year, until last year, the gap in achievement narrowed until boys and girls were working at almost the same level.

16 Pupils who speak English as an additional language are given extra help when it is needed and teachers work hard to ensure that they play a full part in lessons. Those who speak little or no language when they start school are tested in their mother tongue so that the school can decide quickly whether they also have special educational needs. Parents who can translate are invited to help out in school and these pupils benefit from having a specialist teacher to work with them for two days a week. As a result, children in the Foundation Stage quickly pick up the language and gain confidence. Older pupils are often highly motivated and also make good progress, often doing well in national tests at the end of Year 6, despite the short time that they have been speaking English.

17 In all classes, teachers quickly assess what pupils who have just joined the school know and can do. Within a few days of pupils beginning the school they have tracked down previous records, where they exist and use these to set a starting point for pupils’ work or for allocating extra help to those who have special educational needs. This means that pupils do not fall behind with their work and that they get off to a good start. In addition to measuring academic achievement, teachers make sure that they know about each pupil’s background and in this way are able to help their families settle into the area and into school routines.

Strong leadership and effective management by the head teacher and senior staff provide the school with a good basis for continued development and improvement.

18 The head teacher and senior staff lead and manage the school very well. The head teacher has built a strong and supportive team of teachers, teaching assistants and parents. Everyone pulls together for the sake of the pupils and as a result morale is high and the school runs smoothly. The head teacher has delegated responsibility for leading aspects of the school’s work and managing subjects to a number of individuals and teams, all of whom are dedicated to the success of the school. In building up these teams the head teacher has taken full account of the expertise of staff and governors and included parents where they have a role to play, such as in the team that oversees the school’s provision for pupils who have special educational needs.

19 A clear indication of very good leadership is that the school’s provision for information and communication technology is far better than it was at the time of the previous inspection and, as a result, standards have risen considerably. Staff with leadership and managerial roles continue to contribute to the effective management of the school. Subject co-ordinators provide informal advice for colleagues and more formal training in their subjects. As a result, there is a strong sense of shared

purpose and teamwork in the school, which is evident in the support teachers give to one another and their willingness to work hard to continue to raise standards.

20 One of the main reasons why the school has made such good progress since the previous inspection is in the way that staff are constantly evaluating what works and what could be improved. They do this informally on a day-to-day basis and more formally through a structured system of self-evaluation and performance management. Integral to this are the rigorous systems for monitoring the quality of teaching and learning. The head teacher and senior staff monitor the quality of teaching thoroughly by looking at teachers' planning and observing other teachers at work. Criteria for good teaching and the observations are agreed by staff and teachers are given feedback about the quality of their work, which helps them set their own targets for further training and professional development. In addition, senior staff analyse the results of national tests and in this way are aware of gaps in teaching and learning. This showed teachers that girls were outperforming boys and enabled them to change their practice in order to reverse the trend.

21 The school has a clear and detailed plan for development. In it, targets for improvement to the school's provision and for raising standards are given priority and the action taken to achieve them is determined in a systematic way. Planning for improvement is backed by a comprehensive financial plan that pinpoints how money is to be spent and the cost of each initiative. The head teacher keeps a close eye on how well the school is doing and governors in turn expect her to be accountable for the school's success. All of this puts the school in a good position to be able to continue to improve the quality of education it provides and raise standards.

WHAT COULD BE IMPROVED

Pupils do not know how to use standard library systems to find books. This means that they cannot carry out independent research effectively.

22 Teachers do not teach pupils how to find books in a library. Consequently, when asked, pupils in Year 6 are unsure about how to locate books by the author or subject they want to read. One of the main reasons for this is that the school does not have a library and the collections of books in classes are small enough to enable pupils to find what they want easily. As a result, several pupils are unaware that fiction books are organised alphabetically in libraries. Although pupils make sensible suggestions for finding the books of favourite authors, including asking for help from the librarian, their limited knowledge means that they would be at a disadvantage when seeking books in a large library. Similarly, each class or area shares reference books that are organised by teachers to provide information about the topics that pupils are studying. Once again this means that pupils do not have to search out books and information from a great number of books. Their limited knowledge of how to accomplish this was evident in responses such as 'I would look for the books that said fantasy or murder'. Again, though the suggestions are sensible, pupils clearly do not understand how to use numbering systems such as the Dewey system to track books or how to use the technology used by many libraries to research facts at a detailed level. All this means that some pupils are disadvantaged when it comes to carrying out their own research in libraries. This is an area that the head teacher recognises is in need of improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 23 **Further raise standards in English and improve pupils' independent research skills**
by
- ensuring that pupils know how to locate books that are organised alphabetically
 - teaching pupils the most widely used systems for finding reference and non-fiction books
 - ensuring that pupils know how to use information and communication technology to help them research in libraries.

(paragraph 22 of the commentary)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	10	5	0	0	0
Percentage	0	6	63	31	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 six percentage point.

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	333
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	7	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	28	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	23
	Girls	25	25	27
	Total	43	43	50
Percentage of pupils at NC level 2 or above	School	84% (87%)	84% (89%)	98% (96%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	21
	Girls	25	27	27
	Total	44	47	48
Percentage of pupils at NC level 2 or above	School	86% (87%)	92% (91%)	94% (85%)
	National	85% (85%)	89% (89%)	89% (89%)

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
	2002	31	33	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	25	26
	Girls	31	30	32
	Total	57	55	58
Percentage of pupils at NC level 4 or above	School	89% (84%)	86% (82%)	91% (92%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	26
	Girls	31	30	32
	Total	56	56	58
Percentage of pupils	School	89% (88%)	88% (86%)	91% (88%)

at NC level 4 or above	National	73% (72%)	74% (74%)	82% (82%)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	271	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	11	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	22.96
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	8
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Financial year	2001 - 2002
	£
Total income	842,913
Total expenditure	855,071

Total aggregate hours worked per week	150
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Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Expenditure per pupil	1966
Balance brought forward from previous year	53,660
Balance carried forward to next year	41,502

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	359
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	2	1	2
My child is making good progress in school.	50	45	3	2	0
Behaviour in the school is good.	43	52	3	0	2
My child gets the right amount of work to do at home.	34	47	11	2	6
The teaching is good.	56	40	2	1	2
I am kept well informed about how my child is getting on.	32	46	17	2	3
I would feel comfortable about approaching the school with questions or a problem.	47	36	5	10	2
The school expects my child to work hard and achieve his or her best.	60	38	2	0	0
The school works closely with parents.	34	37	18	9	2
The school is well led and managed.	50	37	4	9	0
The school is helping my child become mature and responsible.	53	41	4	0	3
The school provides an interesting range of activities outside lessons.	41	36	11	8	4

Other issues raised by parents

Twenty-nine parents made additional comments.

Strongest points – in order;

- Staff are dedicated and committed to the success of the school.
- Teachers provide good help for pupils who speak English as an additional language.
- Pupils who have special educational needs do not always get the help their parents' feel they require.