

INSPECTION REPORT

Brookburn Community Primary School

Chorlton-cum-Hardy

LEA area: Manchester

Unique reference number: 105414

Head teacher: Mr J. B. Clegg

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 21/05 - 23/05/01

Inspection number: 194940
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	mixed
School address:	Brookburn Road Chorlton-cum-Hardy Manchester
Postcode:	M21 8EH
Telephone number:	0161 881 8880
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P. Langan
Date of previous inspection:	17 th March 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average community primary school, with 374 boys and girls on roll between the ages of three and eleven. The school is situated in a residential area in Chorlton-cum-Hardy. The area is mainly owner-occupier homes, with some private and local authority rented accommodation. The proportion of pupils having free meals is approximately ten per cent, which is average. The majority of pupils are of white ethnic origin and English is their first language. However, pupils come from a broad range of cultural backgrounds and four per cent speak English as an additional language, which is higher than in most schools. Attainment on entry was judged to be above average overall at the time of the previous inspection and this remains the case. The proportion of pupils with special educational needs is below average at approximately fifteen per cent. The proportion of pupils with statements of their need is average, just under two per cent.

HOW GOOD THE SCHOOL IS

This is an effective school. Staff provide high levels of care for pupils, relationships are good and there are high expectations of work and behaviour. Teaching is good overall and, as a result, pupils of all levels of prior attainment and from all groups within the school make good progress.

What the school does well

- Standards in English, mathematics and science are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2.
- Pupils' behaviour, attitudes and personal development are very good and levels of attendance are high.
- Provision for pupils' moral and cultural development is good. Provision for social development is very good.
- The quality of teaching is good overall and teachers' planning is a particular strength throughout the school. A good working atmosphere is established in all classes and, as a result, pupils have high levels of interest and concentration, and standards of learning are good.
- Good use is made of assessment data and the tracking of pupils' progress to monitor academic development and raise standards still further.
- Provision for pupils from specific groups, including higher attaining pupils and those with special educational needs, is good and leads to them making good progress towards their specific targets.

What could be improved

- Standards in information and communication technology are too low. Teachers are not all confident in teaching the subject and, as a result, it is not fully integrated into all other subjects. Despite recent updating of equipment, there are still too few computers and insufficient relevant software for pupils to have sufficient regular access in order to make satisfactory progress at either key 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 was last inspected in 1997. Since that time there has been a good level of improvement. Assessment and provision for higher attaining pupils and those with special educational needs, which were both key issues of the previous inspection, have been improved so much they are now particular strengths of the school. The management of the budget has been reviewed and relevant systems are used effectively. All statutory requirements are now met. In addition, there has been improvement in attendance, behaviour, attitudes and extra-curricular provision, all of which were good and which are now very good. The school has maintained and improved links with the community, and these are now also very good. Provision for pupils' cultural development, which was satisfactory, is now good. Provision for their social development, which was good, is now very good. The school has worked to improve provision for information and communication technology, which was judged to be satisfactory at the time of the previous inspection. However, the equipment, which was

noted as being of poor quality and old at that time, is now defunct and the overall provision has not kept pace with that which is required to teach the subject effectively in line with the new national curriculum. There has been work to develop co-ordinators' roles, including monitoring of standards, but this is not yet fully in place in all areas of the curriculum, due in part to staff illness. In addition, the general fabric of the building has deteriorated over time and, while the accommodation was judged to be good at the time of the previous inspection, it is now only satisfactory overall. However, in view of the high standards attained and the generally average school costs, the school now provides good value for money overall.

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	A*	A	A	A

Key

Where the score is A*, this indicates that the results are in the top five per cent of schools nationally.

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

Pupils throughout the school are currently making good progress overall. Attainment on entry to the school is above average and by the end of Key Stage 2 standards are well above average overall. Children in the nursery and reception classes make satisfactory progress in all areas of the foundation curriculum. They continue to make steady progress at Key Stage 1 and, by the time they are seven, standards are above average. In the results of the end of key stage tests in 2000, standards in reading, writing and mathematics were well above the national average and the average for similar schools, based on eligibility for free school meals. Results were in the top five per cent in writing when compared to similar schools. Standards in the end of key stage tests for pupils aged eleven have been consistently well above average over the last few years in English, mathematics and science. This represents an improvement since the previous inspection when standards were judged to be above average. Pupils of all levels of prior attainment make good progress at Key Stage 2 and their achievements are good. They attain levels that are well above average in all three core subjects. Progress in information and communication technology is unsatisfactory at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and are enthusiastic learners. A significant number enjoy being involved in activities outside of lessons. They appreciate the value of homework.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and they show great respect to adults and to each other. This means they take full advantage of all the opportunities that the school provides.
Personal development and relationships	Relationships are very good across the school. Pupils' personal development is very good, which enables them to work together really well and contributes to their learning.
Attendance	Attendance is well above the national average and is supporting the pupils' learning effectively.

TEACHING AND LEARNING

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

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

From the scrutiny of work and observation of lessons the quality of teaching and learning is good overall throughout the school. Teaching in the nursery and reception classes is effectively based on the foundation curriculum for children under five. Planning of these lessons is good and children are given an appropriately wide and interesting range of learning opportunities. All of the lessons observed during inspection for children under five were good. Throughout both key stages, teachers' planning is particularly good. The quality of assessment is good and teachers make good use of the information gained to plan lessons effectively to match the needs of individuals and groups. Eighty three per cent of the lessons observed at Key Stage 1 were at least good. Thirty four per cent were very good. Fifty seven per cent of the teaching observed at Key stage 2 was at least good and fourteen per cent was at least very good. On occasion, excellent teaching was observed. As a result of this high quality teaching, pupils find their lessons interesting and display high levels of concentration and effort. Pupils with special educational needs are well supported and make good progress in their learning. Their achievements are good. Pupils with English as an additional language are given appropriate support and achieve good results. Teachers make good use of opportunities for pupils to extend their learning through homework and research tasks and this has a positive effect on the progress pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that meets statutory requirements, including the provision of religious education. It is enriched by a good range of extra-curricular activities such as French, Latin, football and drama.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The curriculum is totally inclusive, providing equality of access and opportunity for all pupils.
Provision for pupils with English as an additional language	Appropriate provision is made for pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is very good and good provision is made for their cultural and moral development. The programme of assemblies and the curriculum for religious education makes a strong contribution to pupils' cultural development, which is also enhanced by work in music, art and English. The school makes satisfactory provision for pupils' spiritual development.
How well the school cares for its pupils	The school provides effective care and support for all its pupils.

The school maintains strong links with parents and the local community. At the time of the previous inspection these were judged to be good. Currently, they are very good and have a positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	The leadership and management of the school are good. The head teacher, ably supported by the deputy head and senior management team,

headteacher and other key staff	provides caring and effective leadership for the school.
How well the governors fulfil their responsibilities	Members of the governing body are effective in fulfilling their responsibilities. They are enthusiastic supporters of the school, visit it regularly and have a very good understanding of its strengths and weaknesses. They take a strong role in shaping the direction of the school.
The school's evaluation of its performance	Teaching and learning are monitored effectively. There are appropriate systems in place for performance management. Assessment is used well to set appropriate targets for development.
The strategic use of resources	Educational priorities are well supported by sound financial planning. New technological systems are effectively used, which represents an improvement since the previous inspection, when it was raised as an issue for improvement. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in school is good. • Teaching is good. • The school is well led and managed. • School helps children to become mature and responsible. • Attitudes and values within the school are good. • The school effectively prepares pupils for citizenship. • Setting for teaching English, mathematics and science and the provision of extra support staff has enabled pupils to make good progress. 	<ul style="list-style-type: none"> • Some parents are dissatisfied with the amount of homework their children are set. • Some parents do not agree that the school provides an interesting range of activities for their children outside lessons.

The findings of the inspection team agree with the positive views that the parents expressed. However the provision for extra-curricular activities is very good and more than is usually found. Teachers make good use of homework to enhance pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2.

1. Throughout the school pupils make good progress overall in all three core subjects of English, mathematics and science. Attainment on entry to the school is above average and by the end of Key Stage 2 it is well above average overall. Children in the nursery and reception classes make satisfactory progress in all areas of the foundation curriculum. At the end of Key Stage 1, standards in all three subjects are above those found nationally. The results of end of key stage tests in 2000 indicated that standards were well above the national average in reading, writing and mathematics. These results were also well above those of similar schools, based on the numbers of pupils eligible for free school meals. The results in writing were in the top five per cent of similar schools nationally. Teachers' assessments of standards in science were very high and in the top five per cent nationally. Standards in the end of key stage test results for pupils aged eleven have been consistently well above average over the last few years in English, mathematics and science. This represents an improvement since the previous inspection when standards were judged to be above average. Pupils of all levels of prior attainment make good progress at Key Stage 2 and their achievements are good. They attain levels which are well above average in all three core subjects.
2. Standards in speaking and listening are good. Pupils listen carefully to their teachers and respond well to their questions. Each class is given the opportunity to participate in two public assemblies during the school year and this serves to encourage clear expression and the appropriate use of standard English. Basic literacy skills are well taught and reinforced in Key Stage 1. The school has recently purchased a new reading scheme and pupils are encouraged to take a reading book home each day. Parents help to maintain and develop initial reading skills and teachers keep good records of pupils' progress through the scheme and of pupils other reading. In consequence, pupils learn to use a range of strategies in reading unfamiliar words and establishing meaning. Pupils in Key Stage 2 make good progress in developing reading skills. The majority have become fluent readers by the end of the key stage. They enjoy reading a wide range of texts, including poetry and high attaining pupils can express preferences and explain why they prefer the writing of favourite authors. Pupils make confident use of the organisational features of non-fiction texts to find information. In Key Stage 1, pupils' developing writing skills are enhanced by a good variety of phonic and graphic activities and by the good opportunities provided for them to use writing for different purposes, including tasks requiring imaginative responses, such as menus for the 'Brookburn Restaurant' in Year 1. Throughout the school, teachers' marking of writing is constructive and conscientious and this contributes to the generally good standard of attainment in supplementary writing skills such as spelling and punctuation.
3. Numeracy skills are well taught and pupils make good progress in all areas of mathematics at Key Stage 1. Levels of achievement are good. They develop a good mathematical vocabulary. Pupils handle numbers with confidence and develop techniques to help them to solve number problems effectively. Pupils continue to make good progress in their learning at Key Stage 2 and standards are very high at the end of the key stage. Older pupils study ratio and learn effective methods to quickly and accurately work out the real length of a snake drawn as 18 centimetres, if the ratio is 2:5. They know to partition some number problems to find a quick solution in mental mathematics sessions. By the end of Key Stage 2, the very high standards in using and applying mathematical knowledge achieved by the more able Year 6 pupils are a

particular strength. Standards in numeracy are very high and are very well used, for example to support work in design and technology.

4. An appropriate emphasis is placed on the teaching of science throughout the school. At Key Stage 1, pupils have sufficient regular good opportunities to learn about all of the aspects of the curriculum. Pupils from all groups and of all levels of prior attainment make steady progress in the acquisition of skills and knowledge, and standards are above average at the end of the key stage. Progress is good at Key Stage 2, pupils confidently write about the differences of solids, liquids and gases and can apply this knowledge to daily events, such as pouring liquids into various containers. Pupils have good opportunities to devise experiments to check their hypothesis and by the end of the key stage they have a good understanding of how to set up a fair test, such as when finding out how stirring affects the tendency of a solid to dissolve in liquid. Older pupils learn about forces and know about the effect of up-thrust and gravity on an object. At the end of the Key Stage standards are well above average

Pupils' behaviour, attitudes and personal development are very good and levels of attendance are high.

5. At the time of the previous inspection, pupils' behaviour, attitudes, personal development and attendance were all judged to be good. There has been a good level of improvement since that time and all of these aspects are now very good. The school places great emphasis on the importance of polite and considerate behaviour. The school ethos, based on care and respect for others, is constantly reflected in the very good relationships in the school. All adults act as very good role models. Pupils show respect to their teachers and treat each other's property and that of the school carefully. Throughout the school, pupils behave well. The standard of behaviour is very good in lessons, in the dining hall and playground, and as pupils move about the school. Pupils respond well to the clear boundaries set through the school's behavioural policy, which is consistently applied both in classrooms and in the playground. Pupils know the school and class rules well. They clearly know right from wrong and take responsibility for their own behaviour. Relationships between adults and pupils are good and there is a relaxed and happy atmosphere. Pupils have positive attitudes to school and work, and this is demonstrated well by pupils' very good levels of attendance and the high levels of application to work and co-operation in lessons and during break times. Pupils play happily together, using equipment that requires a high degree of co-operation. Older pupils respond willingly to requests for help from younger pupils. They look after playtime equipment and work effectively to raise money for charitable appeals. Their take up and appreciation of extra-curricular activities is good. Staff are friendly and approachable and involve pupils appropriately in the formulation of rules for behaviour in class and around the school. Older pupils write thoughtfully about anti bullying and how they can support each other to prevent it. Attendance is well above the national average and this has a significant impact on supporting pupils' learning.

Provision for pupils' moral and cultural development is good. Provision for social development is very good.

6. The school makes good provision for pupils' moral and cultural development. Provision for social development is very good.
7. The school makes good provision for pupils' moral development. The school and class rules are clearly visible around the school and effectively promote positive behaviour. They are consistently followed by pupils and implemented by all staff. Praise is used effectively to reward good behaviour and pupils value the positive comments of their teachers. Parents are very supportive of efforts to promote good behaviour and feel

that this is a real strength of the school. Pupils are given good opportunities to discuss class codes of conduct. With respect to their behaviour generally, and with reference to such issues as bullying, pupils are effectively taught to distinguish right from wrong. They have suitable opportunities also to consider the plight of people who are less fortunate than themselves and they are encouraged to assist them through involvement with charities such as Life Share (for the homeless) and the Indian Disaster appeal.

8. Good provision is also made for pupils' cultural development, both in terms of the European cultural heritage in such fields as art and music, and in terms of the ethnic and cultural diversity of British society. The previous report judged provision to be satisfactory and the school has made a good level of improvement in this area. There is a good range of multicultural books around the school, including some dual text story-books. Music from a wide range of cultures is played in assemblies, including the regular contribution by the school steel band. Visitors and visits are used effectively for cultural development; for example, the school is involved with a range of initiatives, including one with a local football club. Visits, such as those to art galleries and museums, enhance cultural development. Members of staff and pupils are encouraged to share their own personal knowledge and experience in assemblies and other contexts. Awareness of cultural diversity on a global scale is reinforced by topics studied in subjects such as art, religious education and geography.
9. Provision for the pupils' social development is very good. The good relationships between staff and pupils and the high standards of classroom management ensure that classrooms provide a harmonious setting for study, both individual and collective. From the early years, pupils are encouraged to co-operate. The school actively encourages the development of good social skills. This is seen as a priority for the children under five and a secure foundation is laid in the nursery and reception classes. At Key Stage 1, pupils are given frequent opportunities to work and play together in pairs and small groups, for example, playing reading and number games, as well as activities in the role play areas. At Key Stage 2, pupils are given suitable opportunities to work collaboratively, in a range of subjects. Visits, especially the residential visit in Year 6, provide good opportunities for pupils to work together in a different environment. Extra-curricular activities, for example, football, athletics, Latin, French, and gardening, provide effective opportunities for social development. Teachers provide good role-models of courteous behaviour and respect for other and this, in turn, is reflected in the social relations of the pupils. Older pupils are given suitable opportunities to assume responsibilities, such as looking after younger ones in the playground. Qualities of imagination and initiative are valued by the staff and accordingly fostered in the curriculum to good effect.

The quality of teaching is good overall and teachers' planning is a particular strength throughout the school. A good working atmosphere is established in all classes and as a result pupils have high levels of interest and concentration and standards of learning are good.

10. The quality of teaching is good overall throughout the school. During the inspection good teaching was observed in all year groups. The quality of teaching in English, science, and mathematics is good throughout the school. All of the lessons observed during inspection for children under five were good. Eighty three per cent of the lessons observed at Key Stage 1 were at least good. Thirty four per cent were very good. Fifty seven per cent of the teaching observed at Key Stage 2 was at least good and fourteen per cent was at least very good. On occasion, excellent teaching was observed. A particular strength of the teaching is in the quality of teachers' planning, which is of high quality throughout the school. Teachers plan effectively together in year groups to ensure that work follows on effectively from previous lessons and is well matched to the individual needs of all groups of pupils. The teaching of the curriculum is now very well planned at all levels and in this respect provision has improved since the last inspection. Joint planning of lessons by teachers dealing with the same year-

groups is also good and this contributes to the sustained progress made by pupils across the school.

11. All subject policies have been updated to take account of recent developments in the National Curriculum and good use is made of the guidance issued by the Qualifications and Curriculum Authority. Good use is made of schemes of work and a two-year planning cycle, to ensure that all pupils have equal access to all aspects of the curriculum. Teaching of English, mathematics and science for older pupils is in set groups. This ensures that the levels of challenge and support in each lesson are well matched to the needs of the pupils in that group. As a result, pupils find work interesting and stimulating and they work with good levels of concentration and developing independence. A good working atmosphere is established in all classes and expectations of behaviour and response are appropriately high. Relationships are good and pupils feel confident to ask and answer questions. As a result, they make good progress overall in their learning. The basic skills associated with literacy and numeracy are well taught at both key stages and are applied effectively in the context of other subjects in the curriculum. Overall, the curriculum is taught in a way that provides for high attainment, particularly in the core subjects, and this ensures that all pupils have equality of access and opportunity to benefit from what is provided.

Good use is made of assessment data and the tracking of pupils' progress to monitor academic development and raise standards still further.

12. The previous report judged provision to be unsatisfactory and the school has made a good level of improvement in this area. Since the time of the last inspection the school has improved the assessment and monitoring of pupils' performances and this is now a strength. Good and detailed records are kept of pupils' attainments in English, mathematics and science and the results of termly assessments are used to monitor pupils' progress. The outcomes of assessment are taken into account when planning the next stage of pupils' learning. The analysis of test results is used well to group pupils in classes and is used effectively by teachers when planning lessons.
13. Class work is marked regularly and there are good examples of written comments and annotations that help pupils to improve their work and also provide information for parents and other teachers. Pupils are aware of their personal targets, but are not yet involved in setting them. Individual portfolios contain samples of pupils' work and they provide a useful record of each pupils' progress during their time in the school.
14. The school monitors and evaluates its performance very well. The senior management has taken effective action to secure improvement in standards. Formal appraisal of teaching is undertaken, job-descriptions have been written and teaching in the school has been monitored. Appropriate targets have been set, focussing on improving standards. Data obtained from end of key stage tests and other testing has been used well to track the school's progress towards the targets set. Results of end of key stage tests have been rigorously analysed to monitor progress of pupils of different groups throughout the school. This has had a positive effect on the standards of teaching and learning in all classes.

Provision for pupils from specific groups, including higher attaining pupils and those with special educational needs, is good and leads to them making good progress towards their specific targets.

15. The previous inspection judged provision for pupils with special educational needs and high attaining pupils to require improvement so that there was ensured continuity and progression in their acquisition of skills in the core subjects. Much work has been done within the school to resolve these issues and this is now a strength of the school's provision. Pupils with special educational needs have full access to all areas of the curriculum, with extra support given where appropriate. The curriculum is suitably matched to pupils' needs and this is often noted in class planning. Individual education plans are of good quality and identify clear targets. They identify relevant and achievable learning objectives including those in mathematics and English. These are made known to all who work with a particular pupil and are also shared with parents at review meetings. Plans are regularly monitored by the special needs co-ordinator and reviewed and updated. Procedures for identification and assessment are clearly outlined and carried out appropriately. Annual reviews of statements are carried out as required and the requirements for statements and individual education plans are fulfilled. The special needs governor is appropriately involved in the monitoring and developing of this aspect of the school's provision for its pupils. Consideration is given to the higher attaining pupils and classes are set for the core subjects of English, mathematics and science in the older classes to meet the needs of all pupils more accurately. Suitable opportunities are given for all pupils to work at appropriately challenging tasks. The curriculum provides equality of access and opportunity for all pupils to learn effectively and make good progress.

WHAT COULD BE IMPROVED

Standards in information and communication technology are too low. Teachers are not all confident in teaching the subject.

16. Standards in information and communication technology are below those expected of pupils of seven and eleven at the end of each key stage. Pupils make unsatisfactory progress overall throughout the school, although progress made by some individual pupils who use computers at home for research is often at least satisfactory. At the time of the previous inspection the requirements of the national curriculum were met and progress was judged to be satisfactory. However, the report at that time noted that the equipment was old and since then much has become defunct. The school has made significant investment in computers and software, but has failed to keep pace with the progress made nationally. The co-ordinator purchased some software on the understanding that training on its use would be made available locally, but this training has yet to materialise. Currently there is a computer in each classroom, but no facilities to bring them together for whole-class lessons. Pupils learn use simple word processing programs and use the skills they have learnt with this to design their own layouts for stories and poems. They use a data base program to produce bar and pie charts linked to work in science and mathematics. They use drawing programs to make pictures and patterns to illustrate work. Pupils who have regular access to computers at home often have well-developed skills in word processing, including inserting pictures in text. Many of these pupils regularly use their own CD Rom and inter net systems to research projects as part of homework. These pupils have quite well developed research skills. However, pupils' progress overall is unsatisfactory as both key stages cover the same work, with very little increase in skill as they move through the school. Pupils do not achieve the standards of which they are capable due to lack of access to the equipment on a sufficiently regular basis, the lack of use of CD Rom and internet systems as an instrument of research, and the lack of integration of information technology into other areas of the curriculum. The level of work attained at the end of each key stage is below that normally attained by pupils at seven and eleven.
17. The teaching of information and communication technology is unsatisfactory overall in the long term, and results in the unsatisfactory progress pupils make and the below average standards they attain. While some teachers are confident to teach information and communication skills and give pupils suitable opportunities to use computers to support their work in other subjects, others are not. Computers are frequently switched off or unused, and opportunities for pupils to use them to research other subjects are often missed. The co-ordinator is aware that teachers' confidence in their knowledge of the subject is variable, and there are plans to take advantage of national staff training opportunities. Much progress has been made in developing teachers' confidence to use information and communication technology skills when writing reports to parents or planning lessons, but it is acknowledged that further training is required for most teachers in teaching the areas of the new curriculum, and this training has been planned and recently started. There are appropriate plans for further investment in more advanced computer systems and further relevant training for staff. Pupils' response to information technology is good. They listen attentively to instructions. They treat computers with care and are considerate of each other. They take turns well and support each other in their work. They are capable of maintaining their concentration well.
18. While resources are satisfactory overall to meet the requirements of the national curriculum, the positioning all computers in classes means there is limited opportunity for whole-class instruction, or for individual pupils to have more than fleeting opportunities to learn new skills or use them in their work in other subjects. At present the internet system which the school has does not always work efficiently and so fails to give pupils access to this facility as part of their school work, and pupils who do not have the advantage of access to these systems out of school make generally slower progress in these skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards the head teacher and governors should:-

Improve standards in information and communication technology by:-

- developing teachers' confidence in the subject through further training;
- ensuring that appropriate use is made of information and communication technology to support learning across the whole curriculum and that it is fully integrated into all subjects at Key Stage 2;
- continuing to update equipment and relevant software;
- ensuring pupils have sufficient regular access so that they can make satisfactory progress in their learning.

(Paragraph No. 16. 17 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	13	54	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	341
Number of full-time pupils known to be eligible for free school meals		35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	27	16	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	15	16	16
	Total	40	41	43
Percentage of pupils at NC level 2 or above	School	93 (89)	95 (91)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	16	16	16
	Total	41	43	43
Percentage of pupils at NC level 2 or above	School	95 (91)	100 (95)	100 (95)
	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	19	26	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	23	21	24
	Total	41	40	43
Percentage of pupils at NC level 4 or above	School	91 (90)	89 (85)	96 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	24	21	25
	Total	42	40	44

Percentage of pupils	School	93 (82)	91 (82)	98 (92)
at NC level 4 or above	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	10
Black – African heritage	3
Black – other	4
Indian	3
Pakistani	20
Bangladeshi	0
Chinese	2
White	229
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)	14.5
Number of pupils per qualified teacher	27.2
Average class size	26.2

Education support staff: YR – Y7

Total number of education support staff	8
Total aggregate hours worked per week	261

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
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Financial information

Financial year	1999
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	£
Total income	595,143
Total expenditure	580,918
Expenditure per pupil	1,701
Balance brought forward from previous year	187
Balance carried forward to next year	14,411

Number of pupils per qualified teacher	33
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Total number of education support staff	2
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Total aggregate hours worked per week	65
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Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	374
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	5	1	2
My child is making good progress in school.	46	45	6	0	3
Behaviour in the school is good.	48	47	3	0	1
My child gets the right amount of work to do at home.	17	60	16	1	4
The teaching is good.	44	50	3	0	2
I am kept well informed about how my child is getting on.	40	41	12	5	2
I would feel comfortable about approaching the school with questions or a problem.	53	37	6	4	0
The school expects my child to work hard and achieve his or her best.	47	47	5	0	1
The school works closely with parents.	35	49	12	5	1
The school is well led and managed.	55	34	2	6	3
The school is helping my child become mature and responsible.	43	51	3	1	3
The school provides an interesting range of activities outside lessons.	21	31	27	8	12

Please note figures may not always add up to 100 due to rounding up or down of percentages.