

INSPECTION REPORT

ALL SAINTS C of E PRIMARY SCHOOL

Blackheath

LEA area: London Borough of Lewisham

Unique reference number: 100719

Headteacher: Gail Exon

Reporting inspector: Penny Holden
2731

Dates of inspection: 22 and 23 May 2001

Inspection number: 194692

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:	Voluntary aided
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Blackheath Vale London
Postcode:	SE3 0TX
Telephone number:	020 8852 6136
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Appropriate authority:	The governing body
Name of chair of governors:	Dr. Nicholas Cranfield
Date of previous inspection:	17 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Primary is a Church of England voluntary aided school. It is slightly smaller than average in size with 184 children on roll. The school is over subscribed. Most pupils' families attend All Saints Church or other local churches. Eight places a year are given to pupils with special educational, social or medical needs. Pupils start at the school with a range of ability and initial assessment shows their levels of attainment are as expected for their age. The proportion of pupils with special learning needs and those with statements of special educational need are both the same as the national average.

The children come from variety of backgrounds including a small number of pupils from ethnic minority heritages; some of whom speak another language at home but are fluent in English except for one pupil who is beginning to learn English.

The number of pupils entitled to free school meals is similar to the national rate.

HOW GOOD THE SCHOOL IS

All Saints is a very good school. Teaching is very good so that pupils receive an interesting and rewarding education. They work hard and produce high quality work especially in English and mathematics. Everyone in school strives for further improvement. Taking into account the high standards, very good teaching, and the effective leadership and management, the value for money provided by the school is very good.

What the school does well

- Standards are high and pupils work hard, producing a great deal of well presented work, particularly in English and mathematics.
- Teaching is very good and inspires and interests the pupils.
- The ethos of the school fosters pupils' independence and initiative.
- Parents make a very strong contribution to school life: parents' involvement is highly valued by the school and adds much to pupils' experiences.
- The limited space both in the building and outside is used very imaginatively.

What could be improved

- Pupils do not have as high quality an experience in every subject as they do in English and mathematics.
- The school development plan has too many priorities and is written in a way that makes it difficult to measure if success has been achieved.

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 March 1997 and has made good progress in the areas identified in the inspection report for improvement. The school has maintained the high standard of education and improved the proportion of very good teaching. Co-ordinators have a good understanding of their roles and work hard to raise standards. An assessment policy has been written and assessment tracks pupils' progress well. Medium and short term planning ensure teachers are clear about what they are teaching and how they are to teach. The staff are all committed to the school's continued improvement and have the capacity to achieve this well.

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	B	A*	A*	A*

Key

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

A* means that the school's performance is within the highest 5 per cent nationally.

Results in the standardized tests for 11 year olds in 2000 show attainment is very high in English and science and well above average in mathematics compared with all schools and in comparison with similar schools. Results show the school is doing very well. Over the last 3 years girls and boys results are well above average with those of boys by a slightly larger margin. Results in the standardized tests for 7 year olds in 2000 are very high in reading and writing and well above average in mathematics and are just as good when compared with similar¹ schools. In mathematics a small number of pupils fail to get Level 2 or above and this is why these results are not quite as high as in reading and writing.

The progress pupils make whilst they are at the school is very good and they achieve well. The trend in results over time has been upwards but all 3 subjects fell slightly in 2000 because there were a greater number of pupils with special educational needs. The school's targets for 2001 are slightly below those for 2000 and accurately reflect the profile of pupils in that year group. The pupils' English work is of a very high standard and includes very creative poetry and story writing. They also produce a great deal of well-presented and accurate work covering all the aspects of mathematics. In other subjects pupils are expected to produce good work, which they do, achieving satisfactory standards. Standards could be even better if pupils' experience of each subject was as challenging as it is for English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and expect to work hard. They are enthusiastic about what they are learning and keen to take part in events.
Behaviour, in and out of classrooms	Pupils are well behaved and quickly do as they are asked. In the playground they are thoughtful and kind to each other. They understand the importance of following class and school rules.
Personal development and relationships	Pupils make good friendships and enjoy each other's company. Boys and girls work together well. Teachers and pupils like each other and treat each other with respect.
Attendance	There is very little absence as pupils and parents understand the importance of attending school regularly.

¹ Schools with a similar number of free school meals.

Pupils readily take the initiative and are supported by staff with their ideas. Pupils started a lunchtime club so that they could keep a hamster in school and teach younger pupils to look after it.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 in English and mathematics is very good. The literacy and numeracy strategies are well established at the school and teachers use these imaginatively to make the lessons interesting to pupils. Teachers try hard to make work interesting, for example, pupils in year 2 learn their times tables by singing them to a catchy tune. Year 1 pupils take Vidal the toy lemur home and write about his antics whilst he stays with them. All the teaching seen was satisfactory or better with 45 per cent very good or better. All the adults who work with pupils in class, not just the teachers, contribute to their good learning experience and help them develop good learning habits.

The school works hard to meet the needs of all pupils, for example, staff get to know each individual child well so that they can understand how best to support them and help them learn. Pupils of all ages understand that they come to school to work hard and readily concentrate and persevere. They quickly see links in their new work with work they have done before and this helps them understand new ideas. Year 6 have very mature attitudes to their work and to the role they play in school helping it run smoothly and supporting younger children's learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils have a rich and varied experience at school. Lessons are interesting and well taught and there are good opportunities to visit interesting places and take part in club activities.
Provision for pupils with special educational needs	Teachers and other adults working in the school know the special educational needs of the pupils well and give them the right amount of support and challenge.
Provision for pupils with English as an additional language	Very few pupils are not fluent in English although some pupils speak English as an additional language. Those learning English make good progress because of the good teaching they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Opportunities given to pupils to develop their social skills and sense of responsibility are excellent. Their spiritual awareness is fostered very well as is their understanding of moral and cultural issues. Pupils have a strong sense of justice and fairness.
How well the school cares for its pupils	All adults in the school know every pupil well and do everything they can to promote the pupils' welfare and development. The health and safety of pupils is treated as a priority.

Parents play an enormously important part in the life of the school. Not only do they assist the school by instilling in their own children the importance of learning, many commit time and expertise and give support in a variety of ways.

The school has a well-written and thorough behaviour policy, which includes comprehensive and clear guidance on what is considered to be bullying and how to get help. Parents, pupils and staff wrote the policy together and review it annually. Incidents of bullying are very infrequent and pupils spoken to, who had been bullied, said that once they had told an adult it had been dealt with well. Almost every parent described the pupils' behaviour as good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The senior managers work together with drive and perseverance to ensure the school lives up to the nine aims developed by staff, parents and governors.
How well the governors fulfil their responsibilities	Governors know the school well from visits and from the information they receive. They support the school, understand their corporate role well and are playing an increasing part in shaping the school's future.
The school's evaluation of its performance	The headteacher and staff are all committed to making the school an even better place for pupils to learn and to achieve high standards. They constantly examine what they do in order to improve it.
The strategic use of resources	The school supports the high quality education it provides by spending a considerable amount per pupil. Money is targeted to the most important developments.

The head teacher has developed a strong and capable staff team who have successfully maintained the school's ethos, raised standards and retained a commitment to professional development and improvement since the last inspection. The proposed nursery is the most recent development aimed at providing pupils and parents with a better education. The school strives for value for money and is beginning to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards that their children achieve because children are expected to work hard. • The high quality of teaching. • Behaviour is good. • The ethos of the school: the family atmosphere, which means that older and younger children know each other well. • That a specialist teaches physical education. • The reciprocal partnership between school and parents. 	<ul style="list-style-type: none"> • Size of the school site, especially the playground and the difficulty of supervising it. • Variability of homework. • The range of activities available to pupils.

The inspection team agrees with parents' positive views; pupils do very well. Teaching is very good and parents do play a very important part in the life of the school. On the whole homework is useful and pupils find it interesting. In one class, for example, pupils had completed very interesting studies of famous artists. Teachers always need to check that pupils are clear about what they are to do at home, how they are to do it and for how long. The playground is small, but with parents help, pupils play on the Heath at lunchtime. Playtimes are staggered so that only the infants or the juniors are playing at one time. There are enough adults on duty at play times to supervise pupils but the nature of the building makes it impossible to see every corner all the time. Adults move around on duty to observe the whole area. The good quantity of high quality play equipment

available at these times has a very positive effect on play and acts as a magnet encouraging all pupils towards the main play area. The range of activities pupils take part in is similar to those available in many school of this size but the quality and variety of visits and visitors to the school is better than expected. Some parents at the meeting were concerned that many teachers had decided to leave at the end of the year but this is not the case, the school will start next year with a strong and established staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and pupils work hard, producing a great deal of well presented work particularly in English and mathematics.

1. Results in the standardized tests for 7 and 11 year olds in English, mathematics and science show the school is doing very well. The results pupils achieved at the end of their time in the school in English and science are extremely high, within the top 5 per cent in the country. Work observed in lessons and seen in books, is also very good, showing good progress.

2. The pupils' English work is of a very high standard; covering a wide range of styles and for a range of reasons including very creative poetry and story writing. Poetry in particular is encouraged in a variety of ways: pupils read poetry and are encouraged to write it and most take part in the annual school poetry competition. This year the winner was a girl in Year 3 who wrote about; "Girls are the best things on this earth. They knew their tables at their birth."

3. Right from their earliest days in the school pupils are expected to learn, to develop their understanding through play and to work hard. In the Reception class pupils have begun to develop very good knowledge of punctuation for their age because whilst reading to them, adults point out features such as capital letters and full stops. During a story session, for example, pupils could recognise a question mark and knew when and how it would be used.

4. Pupils throughout the school take full part in literacy lessons and when asked to write, produce considerable amounts of work in the time available. This is because teachers are very skilful at setting pupils clear tasks with very precise time limits. Teachers explain tasks so well pupils understand exactly what is needed and begin their work without extra clarification or help. Pupils learn quickly that if a teacher sets you the target of writing half a page in ten minutes you need to use your time productively and to start immediately. This is an attribute of the very good teaching in English through out the school and because it is so consistently applied it develops pupils' ability to work hard, persevere and to complete work all of which contributes enormously to their very good progress. In every year, pupils' English books contain a very good quantity of neat and well-presented work which covers a wide range of tasks indicating a broad and balanced English curriculum. This work is of a high quality and well marked: often giving pupils targets for improvement and useful advice; which reflects the concern and attention taken by both pupils and teachers.

5. Pupils also produce a great deal of well-presented and accurate work covering all the aspects of the mathematics curriculum. This means that not only do pupils do well in the standardised tests they get a very broad mathematical experience covering a very wide range of topics. By the end of their time at the school pupils score well in mathematics with nearly all getting the level expected for their age (level 4) and over 40 per cent achieving level 5. The teacher responsible for mathematics throughout the school is looking at the difficulty of work covered from Year 3 onwards to see if it could be made harder earlier on to raise the number of pupils who achieve the higher levels in Year 6.

6. In other subjects pupils are always expected to produce good work, which they do. However, this would be even better if their experience of every subject was as systematically planned and challenging as for English and mathematics. Whatever the work given to the pupils they respond well and books are neat and tidy, with attention paid throughout to good presentation and careful writing. Teachers take great care marking work and include supportive comments to help pupils improve their next piece of work. Over the last 3 years girls and boys results have been well above average but boys by a slightly larger margin which goes against the National trend. This may be because of the particular children in the year group. However, in some lessons boys take greater risks than girls, answer questions quicker and more often, and come up with more ideas.

They appeared to be so interested in the work and the questions being asked that they are less concerned about getting the answer correct every time than in taking part in the debate. Girls wait to be sure of the right answer before replying. This difference was not apparent in their written work.

Teaching is very good and inspires and interests the pupils.

7. Teaching throughout the school is very good. The consistency in teaching is one of the main reasons why pupils do so well. Teachers not only inspire and interest pupils they also demand a great deal of them. Teachers introduce their pupils to a wide curriculum and expect them to complete a substantial amount of good quality work. Pupils are given good support and guidance with their learning and are taught good work habits and strategies to help them. Pupils respond positively to these demands; they are keen to do well and also know that their parents expect them to achieve their best. One of the most effective strategies teachers use to interest pupils is the way they quickly involve them in the lesson, by using a range of techniques including singing, individual whiteboards or by sensitive questioning.

8. Youngest pupils, those in the reception class are introduced to literacy very well. Lessons are kept short with one main theme, such as sharing a big book, and involve the pupils fully throughout. During one such high quality session the teacher read very expressively and insisted on total concentration from the children. They gave her very good eye contact so that they picked up quickly on any changes in expression. Her skilful teaching encouraged them to make good links between things they already knew and new information. A boy spontaneously noticed that if you replace the m in moo with the number one you would make 100. His idea was taken very seriously and praised. Other pupils contribute excellent ideas of words to describe early morning, such as, misty dawn. One boy with behavioural difficulties was supported well by an adult who worked hard to keep his interest in the story. Her persistence and that of the teacher was generally effective so that during the session he stayed listening and contributed by spelling a simple word to add to a sentence the class was writing.

9. Year 1 pupils have an extra reason for writing for homework. Their teacher has introduced a toy grey lemur called Vidal who lives in the class during the week but who needs looking after during weekends. He visits every family in turn and has a diary, which he has to be helped to complete. He is a very popular visitor and his diary records the exciting times he has at different pupils' houses. Pupils love writing his diary and it is a very clever way of encouraging their writing skills. Some parents spoke with good humour about the 'challenge' of finding interesting events for Vidal's visit.

10. In Year 6 English pupils who had been reading 'Danny Champion of the World', cleverly prompted by the teacher, identified the features of effective diary writing at the beginning of the lesson such as written in first person and in the past tense. The teacher used these rules throughout the lesson to test out whether the examples they were looking at followed these. The examples she used were those written by the same pupils the day before which she had copied onto transparencies. Using their own work in this very serious and sensitive way involved all the pupils very well and made them realise it was worth scrutiny and how it could be made even better. This exercise also allowed the teacher to illustrate the importance of drafting and editing in a very relevant way. Another good feature illustrated in this lesson was the result of consistent good teaching over time. Pupils work habits had been developed extremely well over time and were evident in many ways. In the paired work pupils quickly got on with the task and were happy to work with whomever they had been asked to. There were no requests to work with friends or boys or girls. They all played a part in the paired discussions taking turns to talk and to listen. Pupils completed a lot in the time available, their ideas were varied and original and they knew how to find extra support for example using a thesaurus to find more interesting words. During the lesson the teacher's comments were very perceptive and well directed so everyone knew why something was good, at one point she remarked to a pupil "I like the way you have explained Danny's fear by linking it to being caught by the game keeper."

11. Relationships between classes and their teachers are very good and based on mutual respect. This means that pupils feel their efforts are valued and encourages them to try hard. These positive relationships allow teachers to plan work that is practical and interesting. For example, Year 3 pupils investigating shadows chalked their own shadows on the playground at various points during the day and were amazed by how much they had changed. The teacher handled the pupils' enthusiasm and interest extremely well so that they made important links in their understanding and learnt new information. In Year 5 the good relationships and the teacher's enthusiasm for the book they were reading together as a class enthused everyone and ensured that they made extremely good progress in understanding the plot and the individual characters.

12. In a Year 2 mathematics lesson the teacher used well rehearsed routines effectively to consolidate knowledge and to make sure pupils were quickly involved in their work and that no time was wasted. Pupils started by writing down even numbers up to 50 and then sang their 2, 5 and 10 times table with real enthusiasm. Not only did they enjoy the activity and respond with gusto they also concentrated with great effort so that they were then able, in small groups, to count in 2s, 5s, and 10s, and then down from 100 in odd numbers accurately. The teacher moved briskly through a range of activities and pupils learnt quickly. The work set during the rest of the lesson was explained very well so that it was very clear what they were expected to do and it was hard enough to make certain they had to try hard but was within their understanding.

13. Other teachers are also very effective at getting pupils quickly involved in their work so that they make the best possible use of time. In a Year 4 English lesson the teacher and pupils are looking at the story "Bill's new frock" and discussing its structure and how dilemmas in a story are resolved. In the beginning of the lesson all the pupils record their answers to her questions in bullet points on individual laminated white-boards with marker pens which they hold up for the teacher to see. Rather than one pupil giving the answer orally all get the opportunity for their answers to be seen. Her questioning was very good and she showed her own enthusiasm for the story which infected the pupils' interest. Her thoughtful and supportive manner allowed the pupils to question her in return. When the class were discussing how a part of their version of the story might be resolved a boy volunteered that he felt the teacher had already resolved it in the first chapter. This pupil's mature and reasoned response was accepted very well by the teacher who used it as a teaching point to develop the idea further. This mutual respect brought about by good teaching and good learning is a very positive aspect of lessons contributing significantly to the good standards.

The ethos of the school fosters pupils' independence and initiative.

14. The ethos of the school including its religious nature, the importance placed on spirituality and the links with the church are directed towards pupils developing in self-confidence and self-esteem and in understanding their responsibilities. Pupils are given many opportunities to develop their social skills and a strong sense of responsibility. When asked, pupils of all ages spoke eloquently about bullying and why it is wrong and how it should be dealt with.

15. Pupils are involved in the school council, each class votes for two representatives who meet regularly to discuss concerns and ways of improving the school. It was the school council's initiative to improve the quality and quantity of small equipment at playtimes and lunches. The friendship squad: a group of pupils formed to support and encourage friendship through the school all understood the broadest meaning of friendship. Some said they had been bullied themselves when younger and were keen to explain how seriously it was taken. They could explain their role and how at lunchtime and break times they were available to sort problems and stop disagreements becoming out of hand. These pupils had a very clear view about their worth and how important the part they played in school life was.

16. The religious nature of the school is reflected throughout the day when pupils sing or say their prayers. Although these occasions are frequent and regular, pupils sing or say them with conviction and clarity, they have not become merely habitual responses. Assemblies are valued parts of the day and contribute to the enjoyment pupils get from being at All Saints. In one assembly the teacher leading it had asked teachers to bring in their favourite book and to say why

they had chosen it. The choice of books and teachers' reasons were very varied and revealing so that the audience learnt a lot about each individual. The teacher taking the assembly used this very effectively to focus on why the bible is such an important book. Pupils sat in absolute silence listening with total interest.

17. In lessons pupils are often asked to reflect on the spiritual, social, moral and cultural implications of events or ideas they are considering. Pupils have a strong sense of justice and fairness which are encouraged when they are debating ideas in lessons as well as in their behaviour to one another. They happily discuss large issues that effect most of the population of the world as well more intimate personal ideas. Many have strong views about world dilemmas including environmental and ecological dangers. Teachers are very concerned to treat pupils' ideas with sincerity and seriousness so that they feel valued and respected. This is a very strong characteristic of the good teaching in the school.

18. Pupils' independence and initiative is encouraged in many other ways. If pupils have ideas for clubs these are listened to and encouraged. The hamster club was a pupil's idea and with the help of a parent raised the money to buy the hamster and it's substantial cage, the club now meets regularly to teach younger pupils all they need to know. Some of the club activities involved naming the hamster after the chair of governors, drawing the hamster, learning about what it eats and the activity it needs to be happy and healthy. Other pupils had written their own version of the Wizard of OZ. They were now producing it as a play, had selected the cast and made them begin to learn their lines. The play script was of a high quality, word processed, written correctly with speeches for actors, stage directions and the exact music tracks to be used. The actors had taken their roles very seriously, had learnt their lines and were happy to perform as far as they had learnt. Their expectation was that it would be performed to the whole school when ready. It would be of a very high standard.

19. During the course of every year pupils' identify and take part in raising money for charity. They have taken part in the Bishop of Southwark's millennium walk, a swimathon and other money-making events. When a tragedy or disaster is written about in the papers pupils want to help and suggest schemes to raise money. The headteacher is keen to encourage these ideas and over the year the pupils raise a good deal of money for charity.

Parents make a very strong contribution to school life: parents' involvement is highly valued by the school and adds much to pupils' experiences.

20. Parents make a very real contribution to the quality of experience pupils have at All Saints Primary School. They support the school through the parents' association as well as individually. They do this in a variety of ways; some are able to offer time during the school day, in the evenings or at weekends, some through supporting their own child's learning. Parents show a keen interest in their own children's experience, they attend in very good numbers open meetings, curriculum events, social functions, plays and concerts. When pupils are asked to bring in artefacts, books or resources they do all they can to provide useful objects.

21. Not least of all, parents play a very important part in the workings of the school by instilling in their own children the importance and pleasure of learning. If pupils are given homework whether it consists of spellings or tables to learn or is a much more lengthy project to complete parents encourage their children to complete it and ensure it is done well. The way parents of children in Year 1 welcome the toy lemur Vidal home and how readily they understand the importance of his diary being completed by their child indicate the support they give to learning.

22. The vast majority of parents support the school's behaviour policy and work well in partnership with teachers to help their children understand what is expected and to know what is right and what is wrong. Some parents spoke about the vast amount of support their children have received from the school in a variety of ways. During the inspection the school did much to support a family where the child had been troubled out of school hours, far away from the school. This

included arranging for other parents to come in to act as interpreters and in contacting other services on behalf of the family. The school were pleased to do it and felt that this incident might have been the reason for this pupil's recent attention seeking behaviour in school.

23. Teachers, governors and all the other adults who work in the school value the contribution parents make and acknowledge that without this support the curriculum and experience pupils receive would be narrower. Everyone in the school community is grateful for the contribution of parents. The school reciprocates the contribution by the amount of information made available to parents. Parents' meetings include discussions of individual's progress and class forums where parents and teachers can discuss curriculum information and other educational ideas with their child's teacher. Many parents bring their own considerable skills and expertise to the school to use with the pupils. The annual poetry competition is the brainchild and work of a parent who is a poet. Not only does he organise, judge and produce the certificates and prizes he also is responsible for the school's poetry competition web site. The care, originality and quality of comment every child receives on a certificate recognising their entry in the competition is outstanding. Other parents come in every week to run the library. Because the building is so cramped the library books are displayed around the corridors these parents select a selection of books for the year group they take responsibility for and display them in the hall at an agreed time every week when pupils come to choose their books. These parents also help pupils make their choices and suggest and recommend certain authors or titles.

24. The breadth of experience pupils receive is as broad as it is through the support of parents and the many other adults with whom the school has links. The past chair of governors is a weekly visitor to school and she with other community volunteers regularly visit to support individuals' reading. The help they give is well organised and the most appropriate pupils are selected for their support. This support develops these pupils' learning by improving their self-esteem as well as their skills. Some volunteers have supported the school for twenty years. When pupils make the frequent interesting visits to galleries museums and other events the school knows it can rely on the excellent support of parents. Parents come regularly into the school to teach music, to take recorder and singing groups, other come in to talk about their work or to take arts activities. Parents playing the piano to accompany the school band they organise, contribute a great deal to the pupils involved but also enrich the experience of all pupils when they play in assembly.

25. Other parents come in regularly to help pupils run their own lunchtime clubs. Whilst the hamster club was a pupil's idea it can take place regularly because a parent is prepared to give up her time to supervise it. The use of the Heath at lunchtime, which allows the pupils much greater freedom to run and play, is entirely able to take happen because parents have accepted the significant responsibility to ensure enough supervision is available every lunchtime.

The limited space both in the building and outside is used very imaginatively.

26. At the centre of the school is the early Victorian single hall building, which has been added to over the years so that it now incorporates an adjacent house and other purpose-built additions. The most recent improvement adds upstairs accommodation for two classes, staffroom and computer room. This latest extension has added a great deal of light and space. It is aesthetically interesting following an ecclesiastical theme with simple pointed oriel windows and door lights. Throughout the whole, rather complicated building, every space is used: storage is maximised; the library is housed in bookshelves lining the downstairs corridors; children's work and excellent photographs decorate walls. Every room that is not a classroom is well used by individuals and small groups of pupils working on a range of activities, for governors and adult helpers to meet and as workrooms for teachers.

27. Outside the playground is enclosed by a 40-foot sheer retaining wall that encases the edge of the quarry that occupied the site before the school was built. This wall is a very daunting sight, totally restricting the school's ability to add more space. Staff, parents and governors are commissioning a large project from professional artists to design and paint a figurative design that will decorate, soften and minimise the starkness of this wall. Around the side and back of the

building there is a small strip of playground, which could easily be just a tarmac corridor, but excellent use has been made of it. The part nearest the office has become a paved garden area with plants in pots; water features including a pond containing crested newts; small tables and chairs. On pleasant days groups such as the school council hold their meetings there. Pupils help the head teacher look after the plants; they use the pond for nature study and as a quiet place to sit during playtimes. Near the reception class the strip of playground has been transformed to provide places for these pupils to play and work outside during lesson time and includes a playhouse and a covered area sometimes used as a small outside classroom.

28. To help the pupils make the most of the limited space at playtimes their breaks are staggered so that the youngest pupils go out first and have the area to themselves. When they go back to work the oldest pupils have their break. At lunchtime it is not possible to split the use of the playground so the sustained and dedicated support of parents have provided an excellent solution. On fine days a large number of parents working to a carefully managed and regulated rota escort the pupils to the Heath at lunchtimes along with a large trolley of play equipment. Here the pupils have plenty of open grassed space to run and play in a well-supervised session. To help the pupils make the best use of the playground when they are out at play the school has purchased a good quantity of appealing and inventive equipment including; balls, skipping ropes, stilts, hoppers and balancing balls. These are well used by the pupils who are very resourceful and devise detailed and original games and competitions. All of which help playtimes and lunchtimes go quickly and enjoyably.

The quality of the indoor and outdoor environment adds to the overall culture of the school providing a high quality setting for the pupils to work in. It encourages the pupils' self esteem and stimulates high quality work.

WHAT COULD BE IMPROVED

Pupils do not have as high quality an experience in every subject as they do in English and mathematics.

29. The school has invested a great deal of time and resources into implementing the numeracy and literacy strategies and developing teachers' knowledge in these areas. This work has been extremely successful so that teaching in English and mathematics is very good. Teachers ensure lessons are zippy, demanding and interesting. Pupils become quickly involved in these sessions and expect to concentrate hard and to learn a great deal. Teachers know exactly what content they are going to cover in each lesson and how they are going to teach it. They find interesting ways to introduce topics and devise activities and tasks that demand pupils think, question and provide well-considered answers. Teachers know how to develop the pupils' understanding from lesson to lesson so that they make good progress.

30. In other subjects teachers follow the National schemes of work so lessons are carefully organised and planned. However, these subjects (non core subjects) have not been the focus of as much staff development and whilst lessons are always worthwhile they miss the sharpness and clarity found in English and mathematics lessons. Sometimes lessons in these subjects can also be excellent, for example, a Year 6 design and technology lesson where pupils designed and made theatrical masks. This lesson was so good because the teacher had very secure subject knowledge combined with a good understanding of how to present and explain techniques. The experience pupils have in non core subjects varies according to the teachers' own expertise and knowledge. This means that not every pupil makes as much consistent progress in every subject as they do in English and mathematics. The school is aware of this and in science, for example, has wanted to provide greater challenge for the oldest pupils. To do this it has arranged science lessons for pupils in Year 5 and 6 at a local secondary school. These lessons are one off lessons where every pupil carries out the same exciting task and whilst these are great taster sessions for secondary science they are not building on the pupils' science skills in order to extend the most able pupils' understanding. Challenge at this higher level is not built into the science curriculum for

those pupils ready for it. The experience pupils receive in physical education has been improved by employing a part time specialist who's own subject knowledge is good but to guarantee continued improvement all staff need improved knowledge. Art, design and technology, geography and history are also areas for staff development as teaching in these lessons is at least satisfactory but could on more occasions be very good.

The school development plan has too many priorities and is written in a way that makes it difficult to measure if success has been achieved.

31. The school has a very comprehensive development plan which includes priorities set by subject coordinators as well as whole school priorities. Whilst the areas for development are appropriate and the school is selecting aspects that should be improved, too many are chosen to be completed in the time available. This means that some aspects do not get developed and some goals are not achieved by the end of the plan. It also means that at the end of every cycle staff do not have the sense of satisfaction they deserve from seeing things completed. The governing body is involved in the later stages of agreeing the plan but could be more active earlier on, playing a stronger role in determining priorities and setting goals.

32. On the plan each area for improvement has a success criterion linked to it to let the school check when each goal has been reached. However, many of these are very general and are difficult to measure and therefore to check. For example, with a focus on developing teachers' knowledge in a subject, the success criteria is that teachers should feel happier rather than a quantifiable goal such as to improve teaching in that subject by a measurable amount.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The school should

(i) Ensure pupils have as high quality an experience in every subject as they do in English and mathematics by taking each subject in turn so staff can:

- examine the content of the curriculum to be covered;
- discuss effective and interesting ways of teaching the subject;
- devise tasks that will develop the pupils' skills and understanding well, building on where they are;
- develop practical and simple ways of planning lessons, assessing and recording pupils' progress.

(ii) Improve the school development plan by:

- involving the governing body more actively in this process;
- limiting the number areas of to be tackled each year by prioritising the most significant;
- writing each success criteria so that it can be measured, preferably in terms of pupils' standards or experience;
- linking each success criteria with information about how success will be measured and evaluated and who's responsibility this will be.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	4

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	40	35	20	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)		184
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		41

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	3.6

Unauthorised absence	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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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	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	12
	Girls	13	13	12
	Total	26	26	24
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	92 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	2	23	2
	Total	3+	36	3+
Percentage of pupils at NC level 2 or above	School	100 (100)	96 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	8
	Girls	14	14	14
	Total	23	22	22
Percentage of pupils at NC level 4 or above	School	100 (100)	96 (80)	96 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	8
	Girls	14	14	14
	Total	23	22	22
Percentage of pupils	School	100 (100)	96 (84)	96 (100)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	129
Any other minority ethnic group	16

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)	12
Number of pupils per qualified teacher	15.3
Average class size	16.3

Education support staff: YR-Y6

Total number of education support staff	7
Total aggregate hours worked per week	203

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	2	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	2000/2001
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	£
Total income	578,769
Total expenditure	580,113
Expenditure per pupil	3,153
Balance brought forward from previous year	
Balance carried forward to next year	-1,344

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	28	9	0	0
My child is making good progress in school.	55	36	7	2	0
Behaviour in the school is good.	47	52	0	2	0
My child gets the right amount of work to do at home.	50	28	10	9	3
The teaching is good.	64	31	2	3	0
I am kept well informed about how my child is getting on.	57	24	14	3	2
I would feel comfortable about approaching the school with questions or a problem.	69	17	7	7	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	50	29	16	3	2
The school is well led and managed.	50	34	9	7	0
The school is helping my child become mature and responsible.	59	33	3	2	3
The school provides an interesting range of activities outside lessons.	29	31	24	14	2