

INSPECTION REPORT

**ST CHAD'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Poulton-le-Fylde

LEA area: Lancashire

Unique reference number: 119556

Headteacher: Mr I Woods

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 16th – 18th June 2003

Inspection number: 255262

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Hardhorn Road Poulton-le-Fylde
Postcode:	FY6 7SR
Telephone number:	01253 883639
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend K Keighley
Date of previous inspection:	April 1998

INFORMATION ABOUT THE INSPECTION TEAM

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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	11
WHAT COULD BE IMPROVED	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the centre of the town of Poulton-le-Fylde, and is a Voluntary Aided School. There are currently two hundred and forty two pupils on roll between the ages of five and eleven. Almost all pupils are of white ethnicity and only one pupil has English as an additional language. Nine pupils are known to be eligible for free school meals. This represents 4% of the school population and is well below average. The school has seventeen pupils with special educational needs. This represents 7% of the school population and is well below average. Two pupils have statements of special educational needs. Four pupils left in the last academic year, and four pupils joined the school. This level of pupil mobility is fairly typical. The school is very popular and is regularly over-subscribed. The children's attainment when they start school is generally above the expected level.

HOW GOOD THE SCHOOL IS

This is a very effective school that has many strengths. Standards in mathematics and English are high across the school, and standards in science are very high. Pupils of all ages and abilities make very good progress. Teaching is very good overall. Pupils have excellent attitudes to school and to work, and their behaviour is very good. The headteacher provides very good leadership and management, and is very well supported by the deputy headteacher. Co-ordinators are very effective in the way in which they monitor their subjects, and the way in which they identify areas for development. The Governing Body is very supportive, and effectively fulfils its statutory duties. The school gives very good value for money.

What the school does well

- Standards are high in English and mathematics, and very high in science.
- Teaching and learning are very good throughout the school.
- Pupils have excellent attitudes to work. Relationships are excellent and behaviour is very good.
- The school provides a very good curriculum for pupils of all ages that is very effectively enhanced by additional activities. The school's provision for the pupils' spiritual, and cultural development is a strength.
- The school is very well led and managed.

What could be improved

- The school has no significant weaknesses in any aspect of its work, but should continue to address the targets and priorities identified in its School Development Plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in April 1998, the school has improved at a very good rate. The few key issues identified at the time of the last inspection have been fully addressed, and the strengths have been successfully maintained. The unsatisfactory teaching found at the time of the last inspection was mainly attributed to supply teachers. Teaching is now very good overall and is a strength. The school has worked hard to strengthen its partnership with parents, and this is reflected in the very high levels of parental satisfaction. The development of the building is an ongoing priority, and firm plans are in place for the construction of a new hall. The school was recently awarded a DfES School Achievement Award, because the pupils achieved better results than most schools in similar circumstances. The headteacher,

Governing Body and staff are fully committed to the further and continued development of the school, and their capacity to maintain current strengths, and to highlight and address areas for improvement, is very good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	B	A	A	very high A*
Mathematics	B	A	A	A	well above average A
Science	A	A*	A*	A*	above average B
					average C
					below average D
					well below average E

The table shows that, on the basis of the 2002 end of Key Stage 2 national tests, pupils' attainment in English and mathematics is well above the national average and well above average in comparison with similar schools. The pupils' attainment in science is very high, placing the school in the top 5% of the national and comparative samples. Standards over the past few years have been consistently above or well above average in English and mathematics, and consistently higher than this in science. The school sets appropriate and challenging targets based on good assessment information.

The 2002 end of Key Stage 1 national test results show that pupils' attainment in reading, writing and mathematics is well above average. Their attainment is well above average in comparison with similar schools in reading and mathematics, and above average in writing. Standards are well above average in science on the basis of the teacher assessments.

The children's attainment when they start school in the Reception class is generally above the expected level. As they move through the school, pupils of all ages and abilities, including those with special educational needs and higher attaining pupils, make very good progress. The very good curriculum ensures that pupils have a wide breadth of experience, and this is reflected in the high standards they achieve. There are many very good opportunities for pupils to use and apply their literacy and numeracy skills in their work in other subjects, and good opportunities for them to use computers to support their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils of all ages are exceptionally responsive in lessons, and are keen to do well. They tackle new learning with very high levels of enthusiasm and show very good levels of perseverance when they encounter difficulties.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in and around the school. The behaviour of the oldest Key Stage 2 pupils is excellent and sets the standard for the rest of the school.
Personal development and relationships	Excellent. Pupils are encouraged to take responsibility for their learning and have excellent independent learning skills. Pupils are very confident learners. Relationships between adults and pupils and amongst pupils are excellent, and promote a very positive and pleasant working environment.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching is very good throughout the school. It is characterised by very good planning and preparation, exciting presentation of activities, and very good pace to lessons. Teachers often share learning objectives with the pupils and this means that pupils know exactly what is expected of them. Pupils throughout the school are given very good opportunities to evaluate their learning, and this gives them a very good appreciation of what their strengths are, and where they need to improve their work further. Speaking and listening skills are exceptionally well taught. There are many very good opportunities for pupils of all ages to speak to adults and classmates, and as a result, the vast majority of pupils are very confident and competent speakers.

Throughout the school, the strong emphasis placed on pupils learning through practical experience has a very positive impact on their learning. This is very evident in subjects such as geography and history where pupils' learning is enhanced by handling artefacts and carrying out fieldwork tasks. The teaching of English and mathematics is very good, and lessons appropriately follow the guidance of the National Literacy Strategy and the National Numeracy Strategy. The teaching of science has excellent features, especially in the upper part of Key Stage 2. Information and communication technology is well taught, and the practice of withdrawing groups of pupils into the computer suite to work on set tasks works well.

Pupils of all ages are very responsive, and show very high levels of enthusiasm and motivation. Their excellent attitudes have a very positive impact on their learning. Pupils have excellent independent learning skills, and this means that they can carry out personal study with little adult intervention, select their own resources, and make sensible choices and decisions about their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for all age groups. The statutory curriculum is very effectively enhanced by visits and the input of visiting speakers. The school provides a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The early identification of pupils with special educational needs means that their needs can be quickly met. Pupils with special educational needs are fully integrated into the life and work of the school, and benefit from very good support from their classteachers and learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for the pupils' spiritual, moral, social and cultural development underpins the life and work of the school. There are frequent opportunities for pupils to reflect on their learning and aspects of their lives, and for them to consider and respond to the needs of others.
How well the school cares for its pupils	Very well. Child protection and health and safety procedures are very good and well established. Assessment systems in English, mathematics and science are very good. The school is effective in the way in which it tracks pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear direction for the school's work. The deputy headteacher's role is well developed. Co-ordinators are in place for all subjects, and they have a very good overview of their areas.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and many are involved in the daily life of the school. They fulfil their statutory duties. Governors are beginning to develop their monitoring role further.
The school's evaluation of its performance	Very good. The school is very effective in the way in which it measures its effectiveness and compares its performance with other schools. The monitoring role of subject co-ordinators is very well developed.
The strategic use of resources	Very good. The school uses its available resources very effectively, and spending is closely linked to the priorities in the School Development Plan. The school effectively applies and understands 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"> • Parents agree that their children like coming to school and that they are making good progress. • Most parents are happy with the amount and frequency of homework. • Parents believe that the teaching is good and that the school is well led and managed. • Parents agree that the school works closely with them, and provides good levels of information. • Parents are very pleased with the values and attitudes the school promotes. • Parents agree that the school is welcoming, and that staff are approachable and accessible. • Parents are pleased with the standard of behaviour in the school and agree that bullying is extremely rare. 	<ul style="list-style-type: none"> • Some parents are unhappy with the building and lack of space.

There are very high levels of parental satisfaction. Parents are very happy with the education the school provides, and the inspection findings fully endorse the parents' positive comments. Some parents are concerned about the cramped accommodation. The inspection findings indicate that space is at a premium, but that it is used to full advantage. Plans are in place for a new hall to be built in the near future, and this should help to improve the overall quality of the accommodation.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English and mathematics, and very high in science.

1. By the time pupils leave school at the age of eleven, they attain standards that are well above national expectations in English and mathematics. Standards in science are very high. Pupils of all ages and abilities make very good progress as they move through the school, and gain a wide breadth of experience. The end of key stage test results for both Key Stage 1 and Key Stage 2 paint a very positive picture of the pupils' achievement in English, mathematics and science, and the school has been very successful in the way in which it has maintained high standards in these subjects over the last few years without neglecting other subjects of the National Curriculum.
2. Pupils' speaking and listening skills are excellent, and are a real strength of their learning. In all classes, pupils are encouraged to use a wide vocabulary to express their ideas, and are given the necessary time to formulate their opinions, so that their replies to questions, and general contributions to discussions, are thoughtful and well considered. Subject specific vocabulary is very well promoted by teachers, so that pupils can explain their ideas clearly and very concisely. Teachers are very effective in the way in which they model spoken language, explaining new words well, and showing pupils how these words might be used in a context they can understand. There are many very good opportunities for pupils of all ages to speak in formal situations, such as performances, class assemblies and public speaking, and pupils have very high levels of self-confidence which enable them to 'rise to the occasion'. Pupils understand the notion of rehearsal when performing in a formal context, but older Key Stage 2 pupils are equally confident and effective when presenting more spontaneous dialogue. For example, during the inspection, Year 6 pupils very rapidly improvised an 'interview' involving a newscaster, a member of a conservation society, a local resident, and a developer, linked to their work about rainforests. They slipped naturally into the roles of the different characters, modulating their voices, and changing their stance to add emphasis to the points they were making. Pupils throughout the school are excellent listeners. They pay very close attention to what others are saying, and respond very positively, often spontaneously applauding the performances of their classmates.
3. Standards of reading are very good throughout the school. Pupils get off to a very good start in the Reception classes where they are introduced to books in an exciting way that captures their attention and makes them want to be readers themselves. Very good resources enhance the children's learning at this crucial starting point, and they have access to a wide range of interesting and attractive books, which meets the needs of children of all abilities. Parents play an important role in supporting their children in reading, especially in the Foundation Stage, and in Key Stage 1 where pupils need regular practice. In school, there are frequent opportunities for pupils of all ages to practise their reading skills, and short but frequent 'silent' reading sessions are a feature of most classes. Teachers share their love of books with the pupils, and are very successful in the way in which they promote reading as a pleasurable activity. Teachers provide very good levels of additional support for pupils who find reading difficult so that they quickly make up lost ground, and are able to make very good progress. By the age of eleven, pupils have very clear ideas about their favourite authors, and talk animatedly about books they have read. They have very good research skills, and use books very well to find information for their projects. Pupils are familiar with classification systems such as the 'Dewey' system, and know how to quickly retrieve books about specific subjects and topics. Throughout the school,

pupils' very good reading skills help them in their work in other subjects, enabling them to quickly skim through instructions or text, and to pick out the key points.

4. The standard of writing is well above national expectations by the time pupils leave school at the age of eleven, and pupils of all ages and abilities make very good progress as they move through the school. Pupils write for a very wide range of purposes, and show a very good understanding of the different styles of writing. Teachers provide very good opportunities for the pupils to develop and practise their writing skills across the curriculum, especially in subjects such as history and geography. For example, Year 5 pupils have recently produced very good projects about St Lucia, and this work demonstrates the pupils' clear understanding of how writing can be used to impart information in an interesting and succinct way. Pupils of all abilities use punctuation well in their written work, and their spelling is very good. Pupils are encouraged to use a wide vocabulary to make their writing interesting, and most pupils do this successfully. Where appropriate, in subjects such as science, for example, pupils use subject specific vocabulary very well to express their ideas. Pupils are greatly helped in their writing by the use of strategies such as 'writing frames', which enable them to sequence their initial ideas, before developing them into extended pieces. In addition, there are regular extended writing sessions for pupils of all ages so that they have the time to complete lengthier pieces, and to practise skills such as drafting and editing. A strength in writing is the pupils' ability to sustain their ideas, and to bring their writing to life by the very good use of adjectives.
5. By the time pupils leave school at the end of Key Stage 2, their attainment in mathematics is well above national expectations. Pupils in both key stages have a very secure grasp of number, and very good mental agility skills. This is mainly because of the brisk and challenging mental mathematics sessions that occur at the start of numeracy lessons. During these sessions, teachers provide very good opportunities for the pupils to explain their methods of working, and pupils benefit from listening to the contributions of their classmates who have approached given number problems in a different but equally effective way. Teachers ensure that pupils have a good range of opportunities for using and practising their number skills across the mathematics curriculum, and in their work in other subjects. Wherever possible, teachers provide a meaningful context for the pupils' learning. For example, when teaching negative numbers, teachers used the context of measuring temperature so that the pupils could see a real purpose for using negative numbers. A strength of mathematics teaching is the way in which teachers ensure that pupils have the opportunity to model new mathematical concepts using practical apparatus. This emphasis on learning through practical experience is a significant factor in the high standards achieved by pupils in both key stages, as it enables pupils to gain a deep understanding of new and difficult concepts. Throughout the school, good emphasis is placed on problem-solving, with the result that pupils confidently tackle quite complex problems. Pupils of all ages have a very good mathematical vocabulary, which they use well to explain their ideas, and which enables them to quickly and confidently unpick word problems. The coverage of the National Curriculum programmes of study is very thorough, and this means that pupils have a good breadth and depth of knowledge and understanding by the end of each key stage. Pupils' progress and attainment are enhanced by their excellent attitudes to mathematics and by very good teaching.
6. Standards in science are very high at the end of both key stages, and some of the work produced by Key Stage 2 pupils is of outstanding quality. Standards are very high because of several reasons, but mainly because of the very strong emphasis that is placed on pupils learning through experimental and investigative activities. The teaching

of science is very good, and is sometimes inspired in Key Stage 2. Coverage of the National Curriculum programmes of study is very thorough and a very good scheme of work ensures that topics are revisited at progressively higher levels as pupils move through the school. From an early age, pupils are taught to observe carefully and to record their findings in a variety of different ways. There are very good opportunities in both key stages for pupils to plan and carry out experiments and investigations. There is a very good balance between activities that are directed by the teacher, and which provide opportunities for the teachers to share and communicate their knowledge and expertise, and activities which the pupils set up themselves, and which considerably enhance their independent learning skills. Pupils of all ages and abilities approach tasks in a methodical way, making very effective use of their literacy and numeracy skills to record their findings, and reach sensible conclusions which they link to their original predictions. Pupils have a very good understanding of the notion of fair testing, and appreciate the need for a control specimen when making changes and measuring the impact. Pupils in both key stages have a very comprehensive scientific vocabulary which they use effectively to explain their work. Pupils' learning is enhanced by their own excellent attitudes and by the very good teaching of the subject.

7. Pupils of all ages and abilities, including those who have special educational needs and those who are gifted or talented, make very good progress overall as they move through the school. Pupils who experience difficulty with aspects of their work, in both key stages, receive additional support, either on a one to one basis or in small groups, and this input raises their self-esteem and enhances their progress. The highest attaining pupils are identified and are challenged through extension activities and open-ended tasks which allow them to pursue their own lines of enquiry. Teachers are skilled in ensuring that activities appeal equally to both boys and girls, and all ability groups. Since the last inspection the school has successfully maintained high standards in relation to the national picture in English, mathematics and science at the end of both key stages.

Teaching and learning are very good throughout the school.

8. The quality of teaching and learning is very good and is a strength of the school. Teaching has continued to improve since the time of the last inspection, and now has some excellent features. Throughout the school, teachers have a very secure subject knowledge, and this means that they present activities in an exciting way, and are able to really extend the knowledge and understanding of the higher attaining pupils. Very good use is made of the expertise of individual teachers, and in Key Stage 2, there is some very effective specialist teaching of art and design, music and physical education.
9. Teachers are very enthusiastic in the way in which they present lessons, and as a result, pupils are extremely motivated in their learning. There are high levels of anticipation in many lessons, as pupils wait for their tasks to be explained, and in some lessons seen during the inspection, pupils were so enthused that they could hardly wait to start their activities. Resources are often used very well to enhance the pupils' learning and to capture and maintain their interest. For example, in a Year 4 history lesson seen during the inspection, photographs of former pupils were used very well to show how times had changed since 1931. Through the study of these photographs, the pupils gained a very secure understanding of the value of primary evidence.
10. Excellent relationships between pupils and adults mean that pupils are very confident about sharing their ideas, feelings and opinions, safe in the knowledge that their views

will be treated with respect and sensitivity. Teachers are very effective in the way in which they meet the needs of all pupils, giving effective but unobtrusive support to those with special educational needs, and gently but persistently extending higher attaining pupils. Because pupils feel so confident about their learning, they are not frightened of making mistakes. Teachers are particularly adept in the way in which they use incorrect answers in discussion sessions to highlight important teaching points, and they do this very skilfully so that the pupils concerned do not feel uncomfortable or threatened in any way.

11. Teachers are very successful in the way in which they promote independent learning skills. From an early age, Reception children are encouraged to make their own choices and decisions, to select resources, and to work independently on given tasks. As a result, pupils have very high levels of self-esteem, and approach their learning with very good levels of confidence. As they move through the school, opportunities for pupils to work independently increase so that by the time they transfer to high school, pupils have very good skills of personal study, and are able to methodically organise and plan their work. Pupils can be relied upon to work sensibly in small groups, without the direct input of the classteacher, and this means that teachers have flexibility in the way in which they organise lessons and activities. For example, small groups of older pupils often use the computer suite, working under the supervision of a parent helper, or learning support assistant, and they get on well with their work, solving problems as they arise, and taking very good levels of responsibility for their own learning.
12. Teachers value the pupils' work very highly, and create very attractive and informative displays. The very best displays of pupils' work are exceptionally well annotated, showing the names of the pupils concerned, explaining the nature or focus of the work, and identifying the skills that have been used. Pupils take great pride in these displays and are keen to point out their own work, and their favourite pieces that their classmates have produced. Classroom displays are often used well as a resource, such as the large collage of a rainforest in the Year 6 classroom, which pupils used very well during the inspection as a backdrop to their short dramatic 'interviews'.
13. A strong feature of teaching is the very good pace that characterises most lessons. This means that the pupils' attention is maintained well throughout, and that a good amount of work is covered in the time that is available. Brisk questioning gets lessons off to a very good start, and helps to focus the pupils' concentration during discussion sessions. Teachers throughout the school use open-ended questions very well to check the pupils' understanding and to extend the learning of the highest attainers. Learning objectives are often shared with pupils at the start of the lesson, and used as a point of reference as the lesson progresses to enable pupils to measure and evaluate their own learning.
14. Teachers have very high, but realistic expectations of what the pupils can and should achieve. Pupils know what is expected of them and respond very positively. Whilst pupils are praised frequently for their achievements, they are also gently 'taken to task' if their work does not reflect their true potential. The pupils' behaviour is very well managed and monitored and, as a result, lessons run smoothly.
15. The very good quality of teaching and learning, and the pupils' excellent attitudes to work, ensure that pupils of all ages and abilities make very good progress as they move through the school and achieve their potential.

Pupils have excellent attitudes to work. Relationships are excellent and behaviour is very good.

16. Pupils' excellent attitudes to work make a significant contribution to the quality of their learning. From an early age, pupils show very high levels of enthusiasm, confidence, commitment, perseverance and motivation, and these very positive traits are honed and developed as the pupils move through the school. Pupils of all ages and abilities tackle tasks with pleasure, and enjoy the challenge of solving problems, and finding new approaches. Pupils often have very high levels of self-esteem which stem from the teachers' regular and frequent praise for effort and achievement. Relationships are excellent at all levels, and pupils treat one another, and adults, with very high levels of respect.
17. The school promotes a very positive work ethic, and pupils of all ages try hard to do their best. Pupils respond very enthusiastically to all of the activities that the teachers present, and are particularly motivated when lessons or activities have high levels of challenge. Pupils rarely anticipate failure, and as a direct consequence of their optimism, and belief in themselves as learners, they are often very successful in achieving what they set out to do.
18. Pupils have very good levels of creativity, which are enhanced and extended by the many very good open-ended opportunities that the teachers provide for them. Originality is celebrated and promoted, and from an early age pupils are encouraged to come up with new and imaginative ideas in their work across the curriculum. Some of the pupils' art work is of very good quality, and shows the pupils' confidence and willingness to 'depart from the norm'. Originality is also very successfully fostered in subjects such as mathematics, where pupils find different ways of exploring mathematical problems, and in science where pupils are encouraged to pursue their own lines of enquiry.
19. In lessons, pupils are extremely responsive, and are very keen to answer and ask questions and to take part in discussions. Pupils of all abilities have lots of ideas which they are keen to share, but they are equally willing to listen to the views of others. When working individually, pupils show very high levels of concentration, and produce very good amounts of written work. Pupils take a real pride in the presentation of their work, and try hard to respond to their teachers' suggestions for improvement. Pupils work very well together in pairs and in small groups, and willingly consider the ideas of one another. Pupils of all abilities are very confident in their work, and this is as a direct result of the way in which teachers value their contributions, and the secure and caring learning environment the school provides.
20. The standard of pupils' behaviour is very good. Pupils of all ages are self-assured, and extremely polite, helpful and friendly. They have very high levels of self-discipline, which are evident, for example, when they are briefly left unattended, and continue to work conscientiously and quietly. Pupils move around the school in a very orderly fashion. They willingly, and without prompting by adults, hold doors open for one another and for their teachers. Pupils show very high levels of respect for others, and for property, and have a very good understanding of the need to consider the feelings of others. Of note is the way in which older pupils consistently set an excellent example for younger pupils.

The school provides a very good curriculum for pupils of all ages that is very effectively enhanced by additional activities. The school's provision for the pupils' spiritual and cultural development is a strength.

21. The school has made very good progress in developing the curriculum since the time of the last inspection, and provides a very good range of learning experiences for pupils of all ages. Literacy and numeracy are very effectively promoted through other subjects, and good progress has been made in developing the use of information and communication technology across the curriculum. Teachers are very effective in the way in which they link subjects together, giving a real and meaningful context to the pupils' learning.
22. The curriculum for the Foundation Stage children in the Reception class and the Reception/Year 1 class is very good. The Reception children enjoy taking part in a very broad range of activities that enables them to exceed the Early Learning Goals in each of the six main areas of learning. There is a very good balance of activities that the children can select and organise themselves, and those that are led or directed by an adult. Towards the end of the Reception year, the children are very well prepared for their transfer to Year 1 as they start sampling full literacy and numeracy sessions, but this more formal work is very well balanced by 'free-choice' activities and structured play activities.
23. Daily opportunities for the Foundation Stage children to take part in art, craft and music activities enhance their learning in the area of creative development, and do much to foster a love of creativity and performance and to develop the children's confidence and personal and social skills. Ongoing outside play activities help the children to explore the world in which they live, as they use the 'lawnmower and gardening tools', and to practise skills of balancing, running and hand to eye co-ordination. These activities promote very good levels of inter-personal skills as the children learn to take turns and to share resources. There are very good practical opportunities for the children to practise and use basic skills of literacy and numeracy as they work together in the 'office' or measure the growth of their sunflower seeds. Very good resources enhance the children's learning and enable the school to deliver a full and relevant curriculum.
24. The curriculum for Key Stage 1 and Key Stage 2 pupils is very good and fully meets statutory requirements. A good amount of time is given to all subjects, ensuring that pupils have a wide breadth of learning experiences. The National Literacy Strategy and the National Numeracy Strategy are very firmly established, and provide a good foundation for teaching basic English and mathematics skills. Teachers are very effective in the way in which they interpret and extend these strategies to ensure that pupils' learning has a real and meaningful context. There are many very good opportunities for pupils of all ages to carry out independent research using both books and computers and, as a result, pupils have very good skills of independent learning, and older Key Stage 2 pupils especially are able to organise and manage their work effectively.
25. All subjects of the National Curriculum receive a good amount of time, enabling teachers to deliver the programmes of study in sufficient depth and breadth. There are often very good links between subjects, which reinforce and enliven the pupils' learning. Subjects such as art and design, and music, have a high status in the school, and enable pupils with talent to flourish, and provide very good opportunities for the pupils to evaluate their own learning and that of others.

26. Very good use is made of the local area and educational visits to enhance the pupils' learning, and pupils talk with high levels of animation and enthusiasm about past visits to places of interest. The school further enhances pupils' learning by providing a very good range of extra-curricular activities, which are very popular. Pupils who attend show very good levels of commitment, and team work helps to promote their personal and social skills. The choir regularly performs to outside audiences, and achieves very high standards. The opportunity for the choir to take part in fund-raising concerts raises the pupils' awareness of others who are less fortunate than themselves, and gives a real sense of purpose to their activities.
27. The school is very effective in the way in which it promotes the pupils' personal, spiritual, moral, social and cultural development through the daily range of activities, and through timetabled sessions for personal, social and health education. There has been significant improvement in the way in which the school promotes pupils' cultural development since the last inspection, and this is now a strength of the school's provision. Provision for spiritual development continues to be a strength and there are many frequent opportunities for the pupils to reflect on aspects of their own lives and those of others. The pupils have their own 'charity committee', which consists of Year 6 pupils who are elected by class members on a termly basis, and a School Council, which is made up of pupils from Year 6. Opportunities for pupils to serve on either of these forums very effectively promote their personal and social development.

The school is very well led and managed.

28. The headteacher provides very good leadership for the school and is very effective in the way in which he identifies priorities for development and the way in which he implements and manages change. He has an excellent overview of the school's life and work, and enjoys the support of a committed and hard working staff, who share his vision for the continued development of the school. The deputy headteacher's role is clearly defined, and she and the headteacher work very closely together to ensure that the school runs smoothly, and functions as a well ordered community. The headteacher has a realistic teaching commitment, which he combines very successfully with his leadership and management role. Regular opportunities for him to teach enable him to monitor learning and to get to know the pupils well as individuals.
29. The monitoring of the school's work by the Senior Management Team and co-ordinators is very good with some excellent features. The practice of monitoring standards through the sampling of pupils' work, the scrutiny of teachers' planning and the observation of lessons is very well established. Very good use of funds to provide additional staff has enabled co-ordinators to have regular non-contact time, which they have used very well to develop the subjects for which they are responsible. The monitoring programme is further enhanced by the ongoing development of portfolios of pupils' work across all subjects. These portfolios are excellent, and contain samples of work from pupils in different year groups. In many cases, the samples of work are very carefully annotated to show the levels of the National Curriculum the individual pupils are achieving within the given areas. This enables staff to monitor pupils' progress and attainment in their work across the curriculum, and highlights strengths and relative weaknesses in the curriculum, and in the quality of teaching and learning.
30. The Governing Body plays a good role in the management of the school and is very effective in carrying out its statutory duties. Governors are well informed and knowledgeable about the life and work of the school, and their role as 'critical friend' to the headteacher is well developed. Individual governors have key responsibilities, which

they fulfil effectively, and the committee structure within the Governing Body enables good levels of discussion about new initiatives and ongoing developments. The School Development Plan is a good working document. Targets are appropriately costed and prioritised and reflect the needs of the school. The regular review of progress towards targets enables the Governing Body to reflect critically on the educational direction of the school and to monitor change effectively.

31. There is a very positive atmosphere in the school. Pupils of all ages and abilities are very highly motivated and have excellent attitudes to work. Relationships in the school are excellent, and contribute significantly to the quality of life in the school. The school has a very strong equal opportunities policy and inclusion policy, which are clearly reflected in practice. Although the headteacher, staff and Governing Body are very keen to maintain the current very high standards in English, mathematics and science at the end of Key Stage 2, they recognise the needs of individual pupils, and are committed to ensuring that pupils enjoy their learning, and that they are happy in school. The school is warm, welcoming and friendly, and there are justifiably very high levels of parental satisfaction. The school is giving very good value for money.

WHAT COULD BE IMPROVED

The school has no significant weaknesses in any aspect of its work, but should continue to address the targets and priorities identified in its School Development Plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- The headteacher, Governing Body and staff should continue to implement the proposed developments outlined in the School Development Plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	6				
Percentage	6	61	33				

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	242
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	17

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	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	19	19	19
	Total	33	33	34
Percentage of pupils at NC level 2 or above	School	97(100)	97 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	19	19	19
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	17
	Girls	18	18	18
	Total	31	35	35
Percentage of pupils at NC level 4 or above	School	89 (91)	100 (94)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	18	18	17
	Total	29	31	31
Percentage of pupils at NC level 4 or above	School	83 (88)	89 (91)	89 (88)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	241		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	1		
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	25.4
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	134

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

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

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

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	496 960
Total expenditure	487 968
Expenditure per pupil	2 016
Balance brought forward from previous year	27 618
Balance carried forward to next year	36 610

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	63	37	0	0	0
Behaviour in the school is good.	66	27	4	0	3
My child gets the right amount of work to do at home.	52	42	5	1	0
The teaching is good.	60	37	3	0	0
I am kept well informed about how my child is getting on.	44	49	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	32	4	0	1
The school expects my child to work hard and achieve his or her best.	78	21	1	0	0
The school works closely with parents.	43	52	5	0	0
The school is well led and managed.	60	34	5	1	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	49	33	8	0	10