

INSPECTION REPORT

ST JOHN THE BAPTIST CE PRIMARY SCHOOL

Findon

LEA area: West Sussex

Unique reference number: 126027

Headteacher: Mrs P. Boole

Reporting inspector: Mrs. G. Crew
22837

Dates of inspection: 5th - 7th June 2000

Inspection number: 187636

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Hill Findon West Sussex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. P. Bolton
Date of previous inspection:	22 nd April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The number of pupils on roll is 117, which is smaller than most primary schools. Provision is for children under five to age eleven. The majority of pupils begin school in the September of the year in which they are five initially on a part-time basis, although some start later in the year if parents request this. At the time of the inspection, there were five children under five, all attending full-time. Pupils come from a range of backgrounds and attainment on entry to the school is broadly in line with the nationally expected levels, although the full range of abilities is represented. Three per cent of pupils are eligible for free school meals, which is below the national average. The number of pupils on the register of special educational needs is 21 per cent and this is broadly in line with the national average. There is one pupil with a statement of special educational need. The school also keeps a register of pupils who have been assessed as being able pupils in order that their needs can be addressed appropriately. Currently, there are no pupils for whom English is an additional language. The school is popular and 21 per cent of pupils come from homes outside the immediate area as a result of parental choice.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards pupils' attain, by the end of Key Stage 2, are well above average for their age when compared nationally. Teaching is very good. This results in effective learning and pupils of all abilities are working at, or near, their capacity and are achieving well in terms of their earlier attainment. The contribution of the headteacher in managing the school is outstanding. The drive with which she leads the school is purposeful and focused on continually raising standards, while ensuring that the aims of the school are met fully and are brought to life in all that happens in the school. The school makes very effective use of all the resources available for the benefit of the pupils by providing a lively learning environment. The school is constantly striving to improve standards further and provides very good value for money.

What the school does well

- The school's monitoring and evaluation of its performance and the action that is taken as a result is excellent.
- The headteacher provides excellent leadership and is supported very well by staff and the governing body.
- The effectiveness of the school's links with parents is exceptional.
- Pupils' attitudes to school are very good and they behave very well. Very good relationships contribute to an eagerness to learn, a keenness to succeed and a willingness to concentrate hard, which contributes to very good personal development.
- The school provides a wide range of very good learning opportunities, which contribute most effectively to pupils' intellectual, creative and physical development.
- The quality of teaching and learning is very good, pupils' achieve well and attainment meets or exceeds the levels set nationally.

What could be improved

- Attendance rates and the rate of unauthorised absence.
- Consistency of provision for pupils currently in Year 3 during the next academic year.
- Further development of short-term targets to help pupils improve their performance, particularly in writing.

All the above points have been identified by the school as priorities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in April 1996, considerable improvements have been made. The school building and grounds have been substantially developed and the creation of a new classroom, a separate play area for the youngest children and a computer suite has enhanced learning opportunities. Standards have been improved in mathematics, science and information technology. The key issues raised at the time of the last inspection have been successfully addressed. The key feature in improvement has been refinement of school development planning. The plan is the key tool for driving the school forward and is securely linked to financial planning and can be evaluated to assess the effects of developments on standards. Schemes of work, that ensure that pupils build on what they know progressively, are in place and are reviewed regularly. These provide a good framework for teachers' lesson planning. In addition, planning procedures are consistent and learning objectives are clear in all lessons. Very good procedures for assessing what it is the pupils know and can do, for tracking their progress and monitoring achievement are in place and are used effectively to plan the next stage of learning. All of these improvements, along with the establishment of a computer suite, a good level of staff training and the deployment of a teaching assistant to support pupils' learning on a regular basis, have had a good impact on raising standards in information technology. Pupils are now achieving well in terms of prior attainment in this subject.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A	A	well above average A above average B average C below average D well below average E
mathematics	C	A	A	B	
science	A	A	A	B	

By the time they are five, children achieve standards in all areas of learning that are generally average for their age. A significant number achieve above average, particularly in personal and social development. In the 1999 tests and assessments, pupils' attainment at the end of Key Stage 1 in reading and writing was well below the national average and in line with expected levels in mathematics. Attainment was well below average when compared with similar schools in writing and mathematics. In reading, attainment was very low in comparison with similar schools, within the lowest five per cent. Data available from the past three years test and assessment results and information about the group of pupils taking the tests in 1999, for example the number of pupils on the register of special educational needs, indicates that the results in 1999 were uncharacteristic. This is confirmed by the standards currently achieved at the end of Key Stage 1, which are above average for pupils of this age. The school set suitably challenging targets for 2000 and provisional data available from recent tests and assessments indicates an improvement, with the school exceeding the targets set. The overall trend in standards has been steadily upward in Key Stage 2 and is broadly in line with the national trend. Comparisons with similar schools at the end of Key Stage 2 in 1999, show that standards were above

average in mathematics and science and well above average in English. This shows that the school performs well in relation to similar schools. Provisional results from recent national tests, and from inspection findings, show that standards exceed the average expected for pupils at the end of Key Stage 2. A significant number of pupils are achieving well above average in English, mathematics and science. Pupils with special educational needs and higher attaining pupils have work planned for them at appropriately challenging levels and they achieve well as a result.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and eager to learn. They are interested and involved in all activities and show responsible attitudes to all they do.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show respect for each other, for adults and for the school. They are friendly, kind and understanding.
Personal development and relationships	Personal development is very good. Pupils take responsibility and show good initiative. Relationships throughout the school are very good.
Attendance	While the majority of pupils attend the school regularly, a significant number of pupils have many absences during term time and this is unsatisfactory.

Pupils show a great interest in their work and have remarkably mature attitudes to their work and understanding of their own learning.

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 overall quality of teaching is very good due to the consistency of good teaching and the fact that no teaching is less than satisfactory. In 89 per cent of lessons teaching is good and in 16 per cent of lessons teaching is very good. Excellent aspects of teaching were seen in a number of lessons. Teaching of literacy and numeracy is effective throughout the school. The National Literacy Strategy has been effectively introduced, but sharper short-term targets could be set to further improve pupils' performance. The Numeracy Strategy is very well established and pupils are achieving very well as a result, particularly in using and applying their knowledge to solve a range of mathematical problems. Teachers are very good at providing opportunities for pupils to use their literacy, numeracy and information technology skills across the curriculum. In all lessons, teachers plan very conscientiously to meet the needs of all the pupils. This results in pupils making at least good progress. Key aspects of teaching that underpin effective learning are the care that is given to presenting work at levels that challenge pupils and the high expectations teachers have of pupils' performance.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A rich curriculum is provided, which includes a strong emphasis on developing pupils' creativity. A very good range of visits, visitors and out of lesson activities most effectively extend pupils' learning opportunities.
Provision for pupils with special educational needs	Provision is good. Pupils who require extra support with learning are identified quickly and effectively. Individual programmes of work are provided and teachers match work closely to pupils' needs. Good quality additional adult support is provided when necessary, to either support pupils in their learning or to move them quickly onto the next stage of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good and pupils are encouraged to reflect on issues that affect their lives and the lives of others very sensitively. Spiritual awareness and self-knowledge are a strong feature in the daily life of the school. Pupils have a broad knowledge of their cultural heritage.
How well the school cares for its pupils	All staff show great care for the pupils. Teachers have a deep knowledge of pupils' specific learning needs and track progress carefully. All pupils are supported very well in their educational and personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and the contribution of the deputy headteacher to management is very good. An ethos, which is rooted in a commitment to constantly improve standards and the quality of provision, has been led by the headteacher and further developed by the whole staff.
How well the governors fulfil their responsibilities	Governors have worked together very effectively to support the school, they act as a critical friend and fulfil all statutory responsibilities for the benefit of the school.
The school's evaluation of its performance	Monitoring and evaluation of performance is excellent. The school has a clear view its strengths and weaknesses and has identified appropriate priorities.
The strategic use of resources	Resources are used very carefully and always with a view about how their use will influence learning opportunities. Financial administration is very good and the principles of best value are carefully considered and applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• That the school has high expectations.• The leadership and management of the school.• Behaviour is good.• The school is approachable.	<ul style="list-style-type: none">• The range of activities outside lessons.• Some parents do not feel the school works closely with them or that they are well informed about pupils' progress.• A number of parents are not clear whether the amount of homework is right or not.

Inspectors agree with parents' positive views and find behaviour to be very good. Detailed analysis of the response to the parent's questionnaire shows that the number of families who had concerns to be a very small proportion of the total number represented. Evidence gathered during the inspection disagrees with the views held by this small cross-section. Inspectors judge that the school is very successful in its work with parents and they are well informed about pupils' progress. Homework, and its use to support pupils' learning, is very good. The range of activities available outside lessons is also very good. Visits, visitors and extra-curricular clubs and activities have a very positive effect on pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school's monitoring and evaluation of its performance and the action that is taken as a result is excellent

1. The school understands that monitoring and evaluation is concerned with diagnosing strengths and relative weaknesses and, if it is appropriate, changing the way it works. This is particularly so for teaching and the impact this has on learning is very good. The overall effectiveness of the school is very good as a result of the monitoring and evaluation and the action that follows.

2. The process of monitoring and evaluation is carried out in a variety of ways and the starting point may vary according to specific priorities. Since the last inspection a key aspect of the school's work has been to monitor the progress made towards successfully addressing the issues arising from the report. The staff and governors rigorously investigated what was needed to rectify both the key issues and minor issues identified in the previous report. They used the results as a basis for action and made very good improvement in all areas identified. They have since evaluated the effect of their actions, for example how the implementation of a new mathematics scheme has impacted on standards, identified new priorities for further improvement and incorporated these into the school development plan.

3. The school regularly monitors priorities identified in the development plan and uses it as a tool for regular evaluation of the progress that the school is making. Areas identified within the current plan have arisen not only as a result of monitoring performance, but also from evidence of a problem, a 'needs analysis' survey of staff, and through consultation with the parents. Local education authority or government initiatives may also inform the plan. There are times when priorities may reflect the interest of particular staff. On these occasions, staff are encouraged in their work and it is used as a pilot for wider adoption. For example, the English co-ordinator is trialing the use of specific short-term learning targets for writing in Year 2. The school also uses known areas of strength or relative weakness to influence new developments. The effect of action taken to address priorities is evaluated and the reasons for success, or lack of it, are diagnosed. For example, the school recognised that there continued to be weaknesses in information technology provision even though they had raised standards and had addressed a key issue of the previous inspection report. In response, they have planned additional training for staff and deployed a teaching assistant to support groups or individual pupils when they work in the computer suite.

4. The school has developed the use of assessment since the previous inspection and has also put very good procedures in place to track pupils' progress. The school puts this information to very good use in a number of ways, including reporting to parents. However, the area where the use of information gathered is having the greatest impact is in monitoring standards and matters related to this. The school monitors measurable outcomes, for example the standards that the pupils' achieve and, as a result, evaluates the quality and impact of the learning opportunities that are provided.

5. As part of the school's work on monitoring attainment and standards, profiles of achievement are being built up for individual pupils. These contain information about tests carried out when the children first start school, the results and analysis of assessments and

tests undertaken at the end of particular modules of work and an analysis of national test and assessment results. Profiles are used for planning work that builds on pupils' attainment and for setting targets. Alongside individual profiles, the headteacher is putting together a 'cohort' profile for each age group or class of pupils. These include detailed analysis of information that could affect pupils' progress or test results, for example an analysis of attendance patterns, including holidays taken in term time, and the number of pupils with special educational needs. The school has begun to use all the data available to monitor how many pupils achieve their performance targets, to analyse pupils' work and performance across key stages and measure standards against other schools, both nationally and of a similar type.

6. A less formal approach to monitoring standards occurs when staff regularly discuss how individuals in their classes are working. In addition, governors work in the school regularly and have a very good knowledge of the standards achieved. These features, coupled with the profiles that are building up, give the school valuable information about how well they are doing and to judge whether they are helping each child to make the maximum gains in knowledge, understanding and skills. Information is used to record pupils' progress and decide where, if necessary, improvements are needed. Information is also used by the school to ask itself questions, for example about why pupils are achieving better in reading than writing. The school has an objective view of standards attained, whether pupils' achieve as well as they could and the progress individual pupils have made during their time in the school.

7. The school believes that monitoring of standards in teaching and learning are fundamental to its work and are essential to school effectiveness and continuous improvement. The school reviews policies and practice, particularly the teaching and learning policy, regularly. The teaching and learning policy gives teachers and teaching assistants a baseline from which to work. The headteacher, deputy headteacher and the co-ordinators regularly look at medium and short-term planning to ensure that teachers plan to teach curriculum content that builds on what the pupils already know, understand and can do. Following this, observations of lessons take place on a systematic and regular basis by all teachers with management responsibilities and members of the governing body. The staff use a secure framework and national criteria, which is clearly understood by teachers, when monitoring. The process is consistent and fair. Teachers are given oral and written feedback following observations. Strengths and weaknesses are identified and the headteacher or the deputy sets targets, with specific timescales. Training and support needs are also identified and implemented as required. These may include in class support, observation of lessons taught by other teachers, for example teaching of numeracy, or further training in a particular subject or aspect of teaching. Characteristics of both good and unsatisfactory teaching are also regularly discussed as part of the training process. Monitoring and evaluation of teaching is firmly cemented in acknowledging how well pupils learn. This is based on assessing pupils' knowledge, skills and understanding and also judging their involvement in lessons, the pace of work and the demands made on them. Knowledge of pupils' learning enables school managers to have comprehensive knowledge of what they need to do in order to raise standards.

8. Pupils' work is also regularly monitored to ensure that teaching is effective and to make sure that pupils are learning the right things. This involves looking at work from all year groups and different ability groupings and assessing whether the pupils are making appropriate progress. All teaching staff are involved in the sampling process and, from time to time, teaching assistants take part in the activity. Pupils are involved in the process of evaluating their own learning during the final part of many lessons when the class gathers together to review the work undertaken. During most lessons, teachers make it clear to

pupils what it is they are expected to learn. Pupils assess their own performance and say whether they have achieved the expected outcome. The majority of pupils know whether they have achieved well enough to make progress towards achieving their own targets. However, there is scope to build on this and further develop pupils' involvement in setting their own short-term learning targets.

9. The headteacher builds in time to talk to pupils about how they think they are getting on, what they have enjoyed, what it is they have learnt as a result of a particular activity, what was fun and what was difficult. The headteacher and governors also make informal visits to classrooms. They use these times to gather information about teaching and learning and whether particular strategies and classroom organisation are effective in ensuring that pupils, groups or individuals, are making progress and achieving appropriate standards. Both the headteacher and the governors view it as important to give pupils, teachers and teaching assistants praise when they observe successful practice.

10. The headteacher, deputy headteacher and the school governors also view performance management as an integral aspect of their work. This involves them in evaluating the standards of teaching and learning across the school, and ensuring that standards of professional performance are established and maintained. To some extent co-ordinators are also involved in this process when they monitor teaching and learning in the subjects they manage. The school managers understand that performance is associated with the standards achieved and the quality of pupils' learning. Their work in this aspect is concerned on the evaluation of teaching and analysis of pupils' progress and learning in order to inform the setting of targets for future improvement and development. Management problems are tackled squarely and procedures are used to deal with weak performance. Evidence of the effective systems for managing performance is seen in the motivation of teachers and their desire to work towards common goals.

11. Overall, the school's evaluation of its performance is excellent. There is rigorous monitoring, evaluation and development which leads to the school identifying and drawing on the approaches that work best, knowing and using the strengths, identifying weaknesses and taking appropriate steps to overcome them and using assessment and performance data to focus on and support improvement. All staff and governors are involved in this process and the school knows how good its standards are and how good teaching contributes to this. The school is very well placed to continue to set appropriate targets linked with clear programmes of action, take the necessary action to achieve them, continue to review the progress towards them and monitor the outcomes of this work.

The headteacher provides excellent leadership and is supported very well by staff and the governing body

12. The headteacher is highly efficient and effective and her role in leadership and management is outstanding. She ensures a clear direction for the work and development of the school and for the promotion of high standards. She has created and secured a clear vision for the school, which is firmly reflected in aims that are brought to life in the daily running of the school and contribute to an excellent ethos based on Christian values. The headteacher leads by example and takes overall responsibility of the school, as delegated by the governors, and has a clear sense of purpose based on raising standards and the philosophy that everyone is good at something. The headteacher inspires, motivates and influences staff and pupils giving a firm steer to the school's work. The headteacher has built a team of high performing staff and has managed change to improve the school.

13. The headteacher thinks strategically and has very good support from the deputy headteacher to formulate a school development plan that reflects this. The plan also reflects the school's aims and objectives and is securely linked to very good financial planning. In order to put the plan into action best use is made of the skills of staff and roles and responsibilities are delegated appropriately, for example teaching assistants are given responsibility for supporting different aspects of pupils' development depending on their individual training and expertise. As a result, high standards are promoted. The excellent monitoring and evaluation of performance, which is led by the headteacher but involves all staff and school managers at different levels, and the highly effective communication, reflect the headteachers' understanding of how to effectively manage the school.

14. Observation of lessons during the inspection show that what the headteacher stands for is reflected in teaching, for example lessons have a good sense of purpose, there is expectation of high achievement and teachers and teaching assistants use strategies to meet the needs of different individuals and groups of pupils. The headteacher is strongly influential in introducing a culture of self-evaluation into the school. In partnership with the deputy headteacher she ensures that staff and governors are reflective and analytical when discussing effectiveness. However, the headteacher balances this with recognition of what the school is doing well and compliments those involved so that the ethos of the school is positive and forward looking.

15. The impact of the headteachers' exceptional leadership and management is reflected in the commitment of staff and governors, who support her in running the school, and their ability to work most effectively as a team. The impact is also evident in the response the parents and pupils have in their involvement in all that the school sets out to achieve.

16. All staff and governors observed at their work, and spoken to by inspectors, are committed to continuous improvement and this supports the philosophy held by the headteacher. They support the headteacher in their determination to raise standards and know what needs to be done and how to improve, as this is shared on a regular basis. Staff know in what order of priority they need to tackle initiatives to ensure maximum benefit for the pupils. A good example of this is the way in which the school has improved the quality of provision and raised standards in information technology. Standards and expectations of teachers are high, but there is a shared expectation that things can always be better. All teaching staff have management responsibilities that are clearly stated and very effectively carried out. Staff are given time to carry out their responsibilities according to school priorities. This helps them to know what needs to be done to improve standards in individual subjects and to ensure that outcomes are linked to the needs of the school. In addition to the formal monitoring programme, all staff are allowed time to observe their colleagues teaching, which contributes to sharing of good practice. As a result, teaching and teaching assistants use initiative and bring new ideas to their work. Highly effective discussion between staff increases the impact on further improving practice. All staff, know their role in the day to day running of the school and in longer-term improvement.

17. The governing body support and share in shaping the direction of the school with the headteacher and her deputy. The governors fulfil their specific statutory duties and act as a critical friend. They hold the school, particularly the headteacher, to account for the standards and quality of education achieved. They perform their duties very well and have a very good knowledge of strengths and weaknesses due to their own involvement in monitoring and the successful communication with the headteacher. The governors have a very good balance of personal skills and experience as governors, which help them to competently support the headteacher in school developments. They show their

commitment in a variety of ways. These range from regular involvement in daily and weekly school based activities to offering advice on such initiatives as the computer suite. Through formal, and informal links, governors find out for themselves what is going on in the school. They are well informed and support the headteacher and staff. The relationship between the work of the staff and that of the governing body is also very good due to the opportunities for communication that have been developed, for example teaching staff working with the curriculum committee on school policies. In partnership with the school, the governing body has responded very well to the previous inspection and takes appropriate responsibility for identifying the strengths and weaknesses of the school.

The effectiveness of the school's links with parents is exceptional

18. Overall, the school has strong links with parents. The impact of their involvement, in a wide variety of ways, and their contribution to children's learning at home and at school is excellent. The questionnaire completed by parents before the inspection identified that some parents had concern about the range of activities outside lessons, that the school does not work closely with them and that they are not well informed about pupils' progress. A number of parents are not clear whether the amount of homework is right or not. Detailed analysis of the responses indicates that the number of families who identified concern is a very small proportion of the total number represented. Evidence gathered during the inspection disagrees with the views of this small cross-section of parents. The range of activities offered outside lessons and homework provision is very good. The school is diligent in involving parents in the work of the school and informing them about the progress pupils are making, and the standards they achieve. Productive and consistent links with parents help pupils to learn and also promote pupils' personal development to very good levels.

19. The quality of information provided for parents, particularly about progress, is outstanding. Parents are provided with regular newsletters that are informative and the governing body details their work in a separate letter. Parents are instructed quickly of any major decisions regarding the organisation of the school or of activities that are taking place that may affect particular classes. The tone of letters ranges from 'chatty' to more 'official' depending on the content. The school is rigorous in communicating the need for regular attendance at school and intends to develop this further. Written reports are of a high quality. They make it clear to parents what it is their child can do, what they need to improve and how parents can help. Reports incorporate the views of parents, showing the school's commitment to taking account of what parents know about their own child's learning, and action is agreed that will help their child to learn. The reports are supported by regular formal meetings with staff to discuss pupils' achievement, with informal opportunities at the beginning or end of each day. The school has an 'open door' policy, which is upheld by all staff including the headteacher. If staff can not respond to a parent's request for a meeting immediately a meeting is planned at the first available opportunity. Parents who are unable to come to school on a regular basis due to work commitments report that they are kept well informed by formal letters, informal notes or by telephone contact. Procedures for keeping parents informed also include curriculum meetings. For example, the school effectively used the annual general meeting of the governors with parents to link with a meeting to show how numeracy is taught. The exchange of information between home and school works very well.

20. Links with parents, including the use of policies and home-school agreements, make an exceptional contribution to pupils' learning at school and at home. Parents understand what it is the school is trying to achieve and how this will happen. This process begins when parents and children are inducted into the life of the school before entering

the reception class and continues until pupils leave. The parents of pupils with special educational needs are properly involved. Discussion about the support the school gives occurs regularly, including a formal annual review of progress. Parents with able children also report that they are kept well informed about how the school is meeting the needs of their children. The school consults with parents regarding specific policies, for example the home-school agreement, and has begun ask for parents views as part of the school development planning process. The majority of parents work with their child at home on topics that support learning in school, and with specific homework. This has a significant impact on achievement in lessons. As a result of the links with parents, there is evidence of improvement in pupils' learning, behaviour and personal development.

21. A significant number of parents work in the school on a regular basis to support in classrooms, on day or residential visits and with extra-curricular activities. Parents are given appropriate guidance on how they can best carry out their role and children benefit greatly from the contribution parents make to their learning. Parents are also involved in fund-raising for the school, for the benefit of pupils, and for charitable organisations, by giving their support to collections the pupils make. Overall, there is very strong parental satisfaction with the school. This is based on a secure understanding of the school aims and what it is the school is trying to achieve through regular involvement in its work.

Pupils' attitudes to school are very good and they behave very well. Very good relationships contribute to an eagerness to learn, a keenness to succeed and a willingness to concentrate hard, which contributes to very good personal development

22. Staff enjoy teaching and plan experiences that make learning challenging and exciting. Pupils respond to this very enthusiastically, enjoy their work and tackle activities with determination. This is evident in the majority of lessons. A good example was seen during the inspection when the youngest pupils used their sense of smell to discover the identity of a foodstuff. They kept returning to the items they were unable to identify immediately and collaborated together to share ideas when all else failed. Pupils concentrate hard and seek to do their best in all areas of study. They are conscientious and diligent whilst maintaining a balanced good-humoured approach to their work. This was observed when pupils in Year 5 practised their typing skills on the computers during a registration period. They understood the importance of being able to use the keyboard without looking at the keys, but could not resist taking a peep and smiling at each other when they thought that on one was looking.

23. Pupils' attitudes to learning are based on a mature understanding of the aims of individual lessons, their knowledge of their own learning and a very good knowledge of their own strengths and areas for improvement. Adults reinforce the importance of learning and pupils are strongly influenced by this. Pupils in Year 4 were quick to say how they value the discussions they have with their teacher to identify how to improve what they do. Pupils understand the significance of paying attention in lessons, which contributes to their strong motivation and the depth of understanding the older pupils have of different viewpoints. These factors have a significant impact on the school's success and were demonstrated in all classes at sometime during the inspection. Positive attitudes reflect pupils' keenness and eagerness to come to school. However, a significant number of parents frequently take their children out of school during term time for odd days, such as for a birthday treat. As a result, levels of absence are high. Irregular attendance does not contribute to ensuring that all pupils have the same attitude to school and has an effect on achievement.

24. Pupils show remarkable confidence and discuss their work in a mature manner. Younger pupils say they love coming to school. They are equally enthusiastic about numeracy lessons, when they say they play with numbers, and using their knowledge of the sounds of letters to make up riddles that bemuse and amuse their friends. Older pupils are equally eager to learn and zealous in their approach to activities. Pupils are often reluctant to stop work when they have to and, by choice, sometimes work in school at lunch or break times. They act responsibly and demonstrate high levels of initiative. The oldest pupils discuss how important it is for good work to be shared and celebrated. They feel the incentive to do their best is encouraged throughout the school.

25. Relationships within the school are very good and this is of crucial importance in forming pupils' attitudes to their work and play. The adults who work, or help, in the school provide powerful role models. They model values that reflect the aims of the school, for example courtesy and respect, and their response to other adults and the pupils is very good. The very good relationship between adults is exemplified in the way in which they work together collaboratively as a team and this gives good encouragement to pupils to do likewise. Adults encourage pupils to work together and use their initiative, but also provide opportunities for pupils to learn to compete fairly. Staff know the pupils very well and offer sensitive advice and support. They also encourage pupils to understand the feelings and beliefs of others and the differences between people in a constructive way that contributes to pupils' personal development. For example, the faith and confidence of a pupil in Year 3 led him to confide that he felt secure in the school because his classmates did not laugh at him if his answers were wrong in maths lessons, as they knew he was quite good at literacy.

26. Pupils behave very well in lessons, around the school and when taking part in out of school activities for example, in after school swimming sessions. They are polite and considerate. The school has very good procedures for promoting good behaviour and eliminating oppressive behaviour. The 'golden rules' are known by all pupils. Staff are very good at managing the few instances of unacceptable behaviour and are fair in their approach. The majority of pupils are very aware that all the school staff and their parents have the same expectations of them and are clear about the way they will be guided to understand why their behaviour lapses, if this should occur. As a result of this, pupils develop very good values and beliefs in line with the aims of the school and the strong Christian ethos. Pupils have a good sense of justice and fair play and understand that mishaps in the playground usually occur accidentally rather than intentionally. Good teamwork is evident as pupils work together in their responsibilities, for example preparing the school for assembly, and in team games. Pupils help and support each other in lessons. A good example was seen in Year 4 when they worked in pairs to produce poems. They shared their work with the class and gave a critical appreciation of one another's work.

27. The aims of the school are reflected in its every day life and they make a strong contribution not only to high standards, but also very good relationships and personal development. As a result, everybody, adult and child, who contributes to the school knows exactly what it means to be part of the community. Pupils know they are an important part and that they are expected to give of their best. They understand that adults in school work hard on their behalf. Pupils know that their contribution to the school whether it is academic, creative or sporting will be welcomed and valued. The philosophy, that everybody is good at something, which stems from, and is practised by, the headteacher, underpins the school's aims and ensures that all pupils have opportunities to succeed in some way. The philosophy embraces the Christian ethic and is a distinctive characteristic of the school community. The impact is evident in the visible way in which learning is strongly

supported by adults and pupils, this creates a unity of purpose.

28. The personal development of each pupil is given a high priority within the school. The headteacher and the staff have a personal interest in every pupil, often starting long before they start school, and they communicate very well with families. They quickly learn about pupils' interests and try to extend their skills or talents. A weekly assembly, to which anyone in the local community is welcomed, provides an opportunity to acknowledge pupils' achievements publicly. Parents value being invited to this service and say that it has a significant impact on their child's confidence and self-esteem. This is one of the many ways that parents feel they are encouraged to be partners in their child's learning. Pupils' personal development is also fostered by their involvement in the daily routines of the school. They help each other and adults. They notice what needs to be done in their classroom or around the school and do it. Pupils can plan and organise their work when required, and their confidence and independence grows as they move through the school. Throughout the school, pupils are thoughtful and reflective, and personal development flourishes in the secure learning environment that the school creates.

The school provides a wide range of very good learning opportunities, which contribute most effectively to pupils' intellectual, creative and physical development

29. The school is successful in maintaining a broad, balanced and appropriate curriculum, which includes a strong emphasis on developing creativity and independence, while effectively introducing national initiatives such as the National Literacy and Numeracy Strategies. All subjects of the National Curriculum and religious education are taught for an appropriate amount of time and the school has developed themed links so that many subjects are frequently taught through a main focus. For example, a topic heading for a term may have a main thrust that is science biased, but the teachers will also plan for appropriate aspects of geography and history to be threaded into teaching. As a result of this methodology, pupils are improving their knowledge and skills and deepening their understanding in a number of subjects simultaneously.

30. The school's strategies for teaching literacy are effective and they are highly effective for teaching numeracy. Although the requirement to plan a programme linked to the national strategy for teaching literacy has been in place longer than that for numeracy, the school had already identified the need to improve the teaching of mathematics prior to the last inspection. The inspection report confirmed the school's evaluation and, as a consequence, a rapid review of provision was made. The development of the mathematics curriculum was given a high priority and strategies, now in place, have had a significant impact on standards. The effectiveness of both the literacy and numeracy strategies have helped the school focus on developing pupils' skills in these areas and this has enabled pupils to have an improved approach to other curricular areas. Very good examples are seen of pupils using their literacy and numeracy skills to enhance their work in other areas, for example using research skills to access information and record it creatively in history.

31. The scheme of work for information technology has been revised since the last inspection. Staff have reviewed the way they teach the subject and standards of attainment have improved across the school. The new computer suite is used well to teach pupils the value of using technology as a tool for learning in all subjects, and for ensuring that they encounter opportunities relevant to their needs in the modern world. All of the pupils, but most especially the younger ones, have a growing confidence in making good use of technological skills and making the computer work for them to enhance their learning.

32. The range of learning opportunities across the curriculum provide pupils with knowledge and insights into values and beliefs that help them to reflect on their experiences, and those of others, in a way that develops pupils' spirituality. This occurs during lessons such as science, history, geography and through the study of music and literature. In addition, time is also set aside for pupils to discuss moral and social issues that affect themselves, the wider community or, as the pupils progress through the school, national or world issues. Through these important times in the school week, which may include assemblies, pupils begin to develop self-knowledge, a understanding of what is right and wrong, an enlightenment of principles that govern society and of what it means to live in a community. Pupils are taught to appreciate their own cultural traditions through the imaginative delivery of lessons, visits and visitors. However, there is scope to further develop the pupils' knowledge and understanding of the richness of other cultures and the impact they have on broadening their own experiences. Overall, spiritual, moral and social provision and pupils' personal development is of a high order.

33. A very good range of extra-curricular activities is offered by the school, including activities run by parents. All pupils have the opportunity to attend clubs at some time in their school career and the range on offer across the academic year caters for pupils' interests in either sport or the arts. Many pupils have the opportunity to develop their musical talents during club activities and through the provision of instrumental tuition. Pupils are encouraged to perform to each other and in public. They participate in assemblies, music festivals and in church celebrations. Pupils who join in different sporting activities are encouraged to participate in inter-school matches. This contributes to their social and personal development as well as their understanding of team spirit and enjoyment of sport. In addition to activities that are available outside lessons, the school pays particularly good attention to linking visits and visitors to the programmes of academic work planned. Visits within the immediate locality take place, as well as some further afield, including a residential visit for the older pupils bi-annually. Visitors to the school support educational studies. For example, a cartoonist worked in residence to show pupils how to develop their artistic skills to illustrate a particular genre of written language and a Japanese poet worked with the older pupils composing Haiku poetry.

34. Overall, the range of learning opportunities planned by the school is very good and contributes to pupils' intellectual, creative and physical development very effectively. In line with the school's philosophy of all pupils being good at something, pupils are given the scope to develop their particular skills or talents through the opportunities provided both in and outside lessons. The school helps pupils to recognise their successes and develop confidence and positive self-esteem.

The quality of teaching and learning is very good, pupils' achieve well and attainment meets or exceeds the levels set nationally

35. Throughout the school, teachers follow the expectations set out in the teaching and learning policy by preparing their lessons thoroughly, identifying precise learning objectives, grouping pupils carefully, varying the activities, choosing the best methods to use and deciding how to assess what pupils learn. Two aspects of teaching that underpin pupils' effective learning are the care that is given to presenting work to pupils at a level that challenges and the high expectations teachers have of pupils' performance. These features can be seen in all lessons. This results in a consistency of approach and contributes to an ethos that is rooted in a commitment to achieving high standards.

36. Teachers are enthusiastic and reflect seriously on the quality of their performance and how they might improve pupils' learning opportunities. This is evident in individual lessons and in the review of planning. It is clear where assessment of pupils' learning and evaluation of the strengths and weaknesses of a lesson influences future planning and the setting of targets for learning. Teachers know the pupils well, and their plans are based on accurate assessments of pupils' specific needs and stages of development. This results in effective learning for pupils of all abilities. Standards are above the average expected for their age in the core subjects of English, mathematics, science and information technology by the end of Key Stage 1. A significant number of pupils achieve levels well above those expected. By the end of Key Stage 2, standards are well above average in English, mathematics and science when compared nationally. In information technology, they attain levels that are generally average for their age. A significant number who have had more regular experience of using information technology attain higher levels.

37. The youngest children quickly settle to class routines and enjoy learning. Lessons are carefully planned and the teacher explains everything with great clarity so children are in no doubt about what is expected of them. The children are invited to talk about how best the learning objectives might be achieved and at the end of the lesson they consider and talk about what they have learnt. This involvement helps the children to establish a serious attitude to learning. The teaching assistant linked to the reception class works in close association with the class teacher. Her expertise enables the class to be grouped appropriately and tasks are closely matched to the differing stages of development. This also gives the teacher the opportunity to teach skills to each group of children at a time. The atmosphere in the class is calm and purposeful. A wide range of imaginative activities is provided and even the youngest children are expected to work sensibly and independently of direct adult supervision, when appropriate. Gentle humour is used well to consolidate relationships and encourage a happy learning environment. The very good quality of teaching results in rich learning experiences and children making progress in all the required areas of learning. As a result, children achieve the expected levels of attainment by the time they are five in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. The majority of children achieve above expectations in their personal and social development.

38. In all classes, teachers have a very good knowledge of the subjects they teach at the level that is appropriate for the age range of pupils in the school. They draw on their knowledge of how pupils learn when presenting them with new information. This enables pupils to acquire knowledge and skills and develop their understanding. Teachers take time in lessons to explain to pupils how work they will be doing relates to work they have done before. For example, during a mathematics lesson in Years 5 and 6, higher attaining pupils used their knowledge of fractions to present numbers in decimals and percentages. Pupils consolidated and used information they already knew and also improved their understanding of equivalent numbers. Work was well matched to pupils' capability and achievement in the lesson was good as a result. Pupils reached levels of attainment well above the expected levels for pupils of this age.

39. Teachers explain new work to pupils in a way that makes sense to them. They share the learning objectives with the pupils. This helps to make it clear to pupils what it is they are expected to learn and the standards they are expected to reach. In one literacy lesson for pupils in Year 4, the teacher reminded them about the work they had done in the previous lesson on rhyming couplets and stressed how pupils were expected to use this knowledge to structure a limerick. They were told that if they were able to do this successfully, they would have achieved the aim of this particular lesson. The pupils' understanding of their work was deepened and they could see that what they were required

to understand was important. Attainment was above expectations for pupils of this age.

40. Teachers also challenge pupils continually by asking relevant and probing questions without losing the sense of fun and enjoyment in learning. For example, high levels of challenge were set when excellent questioning motivated pupils exceptionally well in a mental maths session for pupils in Year 5. Pupils were required to draw on their knowledge to sequence fractions, ensuring they remained in the correct order and in reverse order, and match decimals to the fractions. Pupils saw the fun in trying to achieve this within a given time and without using a written format to help them. Through the use of focused questions, the teacher explored the pupils' understanding of how they could apply the knowledge they already had to work out tables of common fractions. The majority of pupils reached levels of attainment above expectations for pupils of this age. Higher attaining pupils transferred their knowledge to working with decimal fractions and percentages and they were working well above the expected level for their age.

41. Teaching makes demands on the pupils, but teachers also give praise to encourage pupils to give of their best. High expectations and challenge require pupils to put effort into their work and they work at a good pace, even when they are not explicitly told to do so. They concentrate on their tasks and have positive attitudes, which contribute to good achievement. For example in a Year 3 literacy lesson, excellent use was made of a pupils' work to explain to the rest of the class what features of the work were good and why. This raised the self-esteem of the pupil whose work was being used and he was subsequently very confident to go on and extend his story writing. Through her sensitive praise, the teacher encouraged the rest of the class to contribute to a discussion on how the work could be further improved. Pupils drew on their knowledge of how to present speech within written text and demonstrated a good understanding of grammar and punctuation, which they then used to improve their own work. The clear explanation that was given to the pupils of what the teacher expected them to achieve led to a positive approach and an eagerness to get on and complete the task. Pupils' learning was very good as a result of very good teaching and pupils used skills of critical analysis at a very mature level. Attainment was above the expected level for pupils of this age.

42. Good routines have been developed and teachers generally pace the time available in a lesson to allow pupils to get through the required amount of work. During group or paired activities in literacy and numeracy lessons, pupils manage their own time competently and work well enough to achieve what is expected and make good progress. A good example of this was seen in Year 4 when pupils worked collaboratively to formulate haiku poems. They spent a sufficient amount of time discussing ideas before committing anything to paper. They worked within the time targets set by the teacher so that they were able to complete their joint poem before the final part of the lesson, when work was reviewed to see whether pupils had achieved the objective of the lesson. Attainment was above the expected level for pupils of this age. When pupils achieve the given tasks more quickly than expected, teachers have material on hand that will extend learning. This may include further research or the opportunity to pursue personal lines of enquiry. In some lessons, teachers and pupils are so busily involved in the activities planned that they come to the end of the lesson before they realise. On the occasions that this does happen, teachers amend their short-term plans to ensure that all the objectives set out in medium-term planning are met. For example, in a literacy lesson pupils enjoyed working out riddles together as a class so much that there was no time at the end of the lesson to talk about what they had learnt. The teacher made suitable adjustments to the next lesson to allow her time to assess that the pupils fully understood the purpose of the work they had been carrying out. As a result, the majority of pupils attained above the level expected for pupils of this age.

43. Pupils show good interest in their work and some pupils sustain their concentration for long periods of time because they are thinking and learning for themselves. An example of this was seen in a history lesson in Years 5 and 6. Pupils used a 'brainstorm' time to get their ideas together about the main changes that have happened since World War 2. Pupils were absorbed in the task and concentrated very well. They thought carefully about what were the most important issues to focus on. As a result, they contributed thoughtful suggestions such as technology, currency, communication and health treatments. Attainment was well above the expected level, particularly for pupils in Year 5.

44. Pupils are given many opportunities to work in a variety of ways. They work well work independently and also work collaboratively within groups when it is appropriate to do so. Pupils in Year 1 worked together to identify what vehicles they might see in the village and this gave the less able, and those less confident about their own contributions being acceptable, plenty of ideas. Pupils then worked by themselves to record the vehicles and they used appropriate literacy skills to do this, depending on their level of attainment. Overall attainment in the lesson was above expectations with a significant number of pupils demonstrating literacy skills well above expectations. Pupils in Years 1 and 2 worked in ability groups to make up tongue twisters. They were confident to decide as a group what they thought they should do, whether it would be good enough and how they might improve their work. The higher attaining pupils used their knowledge of letter sounds to assist in spelling words correctly. They used dictionaries to check the meaning of words or whether words that had been contributed as ideas to use were correct words or made-up. As a result of their joint work pupils had a good understanding of how to write a tongue twister that made sense and attainment was above expectations. Teachers encourage pupils to reflect on the ways in which they learn. Pupils of all ages and abilities can explain what they are doing and have done, and what they have learnt at the end of a lesson. This is a good indicator that they understand why they have been working in a particular way.

45. Teachers prepare lessons carefully and have equipment to hand so that they can demonstrate to pupils, or for pupils to use to help them with their work. In a lesson on angles, for example, the overhead projector was used well to demonstrate the accurate use of a set square, pupils then demonstrated their skill by marking on the transparencies for the whole class to see. The teacher was able to spot difficulties that may have arisen in achieving accuracy and ensure that these were ironed out before the pupils got on with their group work. As a result, attainment was above expectations. Pupils talked with confidence about how the skill of measuring accurately was important in every day life. The clear rationale they used to put forward their ideas showed how pupils had a clear understanding of the purpose of the activity.

46. Literacy and numeracy are taught well. The national strategies have been adopted as the basis for planning and are adapted to meet the specific needs of individuals or groups of pupils. The curriculum is taught with a good depth of understanding of the key skills that pupils are required to know and understand. The organisation of lessons allows teachers to work with the majority of pupils at some time. Explanations are well structured and pupils are grouped by ability to promote higher standards. Teachers analyse pupils' particular needs and provide them with brisk, focused activities designed to meet their needs, which promotes effective learning. The strengths of higher attaining pupils are recognised and they are generally challenged by the tasks they are set. Teachers use a good variety of materials to support their teaching and they present it to the pupils well. Practical activities and investigations are used in literacy and numeracy lessons to allow pupils to apply and extend their learning in a range of ways. During all elements of lessons, teachers use questioning very well to assess pupils' knowledge and understanding and to

challenge thinking. Pupils with special educational needs receive good extra teaching help. The warmth of relationships with pupils helps to ensure that they make good progress. Teaching assistants carry out their individual roles effectively in these lessons. They are well versed in the objectives of lessons or group activities, they use their initiative well and spend their time profitably to support learning.

47. Teachers create a purposeful working atmosphere in classrooms. This reflects their high expectations of academic performance and standards of behaviour. Very good relationships that have been established also contribute to developing the mutual respect that is evident. Teachers organise work and group pupils so that they are involved in the task they are doing and they pay attention to completing their work. On the rare occasions when pupils do not display the mature behaviour that is expected of them, teachers and teaching assistants intervene quickly according to the needs of the pupils and the school strategies for managing behaviour. Despite the prompt intervention, behaviour can, on some occasions, disrupt the course of the lessons and effect the progress made by the class or group of pupils. This generally occurs when pupils in Year 3 are split between two classes during the afternoons, as they do not relate to others in the class as well as when they are taught as one age group. Teachers encourage pupils to take responsibility for their own behaviour and the generally mature levels of self-discipline shown by the majority of pupils ensures that good work habits are established.

48. The school has a good policy for giving pupils work to do at home that places more demands on them as they move through the school or as pupils' individual needs dictate. Teachers make good use of homework and it is planned to integrate with classwork. For example, in an English lesson for the older pupils homework was signalled very early so that pupils could be sure what they needed to know from the lesson that would help them to do their work at home. Homework encourages pupils to learn independently and as it is regularly and constructively marked it has an impact on pupils' learning in future lessons and the levels of attainment achieved. The school would like to improve the routines and content of homework even further and they have identified this as a priority for development.

WHAT COULD BE IMPROVED

Attendance rates and the rate of unauthorised absence

49. Attendance is unsatisfactory and is a weakness of the school. In the last school year, the attendance rate was well below average when compared to other schools. The unauthorised absence rate in the same year was high and below the national average. Both rates are lower than at the time of the last inspection. There is one over-riding factor contributing to these figures and this is the number of pupils who are withdrawn from school during term time for holidays. The school is vigilant in informing parents regarding attendance requirements and there are straightforward procedures for following up absence. However, a small minority of parents continue to pay little attention and keep their children off school inappropriately. The school follows up absences and is making a careful analysis of attendance data. For example, the school has analysed current data up to May half term for Year 2 and 60 per cent of pupils have had holidays in term time. As a result of analysis, the school is able to track pupils' progress in learning against the number of sessions that they have been absent from school. They are finding that the rate of absence does mean that a significant number of pupils do not have maximum opportunity to learn and this is having a negative effect on standards of attainment for individual pupils and for year groups.

Consistency of provision for pupils currently in Year 3 during the next academic year

50. The 1999 national tests and assessments showed a disparity of attainment between the end of the two key stages. This raised concern for the school and following a careful analysis of results a decision was made to teach Year 3 pupils as a separate year group in English and mathematics this academic year. This provided smaller groups in order to accelerate pupils' progress. The school made good plans for provision for Year 3 pupils within the limitations of the school budget. A closer analysis of the profile of this group of pupils showed that 45 per cent of the pupils were on the register of special educational needs and this was an additional reason why extra funds were delegated to form the extra class base. However, unforeseen staff absences have led to the original plans being adapted and as a consequence, arrangements for the class have had to be reconsidered several times. Whilst the headteacher has managed a difficult situation in the best way possible, consistency of learning has been disrupted and the pupils have been taught by a significant number of different teachers. Additional money has been allocated to staffing Year 3 during the year, but funding is not sufficient to enable the group to be taught as a whole class on a full-time basis.

51. The school has taken effective action to ensure that pupils in Year 3 have had the appropriate curriculum delivered and in these terms the pupils have benefited appropriately, according to their needs, from what the school has provided. For example in an art lesson, the teaching assistant worked with pupils in Year 1 and 2 while the teacher taught specific skills to Year 3 pupils. The planned curriculum and skill level taught was appropriate to pupils of this age and their previous experience. However, the pupils in the year group have had less opportunity to develop constructive relationships with each other and this has had an effect on pupils' social development and levels of maturity. Opportunities for them to learn to relate to each other and develop their social competence, including acknowledgement of group rules, has been inconsistent. While the quality of relationships in the school is very good overall, pupils in Year 3 have had less opportunity to develop a warm and trusting relationship with a teacher over time during this academic year. This has had an impact on forming pupils' attitudes to good social behaviour and self-discipline.

52. During the inspection, the pupils were seen to work well together in the morning sessions when they were taught as a class. They co-operated well with each other, and the teacher, and worked collaboratively in groups on tasks. Pupils behaved well and had positive attitudes to work. In the afternoon sessions seven pupils worked with younger children and the remainder of the class worked with older pupils. It was noticeable that despite a high level of interaction with Year 3 pupils from adults during the afternoon sessions, they were generally less attentive and did not integrate so effectively with the rest of the class. As a result, teachers and teaching assistants were required to apply behaviour management strategies in order to maintain discipline at a level that they felt was acceptable. The class does not relate to each other as a cohesive group in the same way that pupils in other classes do. Overall, the class has benefited from very good teaching. However, they have had to adapt to different styles and expectations and this has an effect on their performance.

Further development of short-term targets to help pupils improve their performance, particularly in writing

53. Since the last inspection the school has carried out a lot of work regarding the analysis of data available to build up profiles of attainment so that the progress of groups and individual pupils can be tracked closely. In order to continue to raise standards, the school has developed the use of broad targets for learning in order that lessons can be matched closely to the needs of a class, groups or individuals in English, mathematics and science. Profiles are used to evaluate progress against targets and to set new targets for learning. The data about targets is being used effectively to show the speed of learning for each child and comparisons within a group of pupils over time. Statutory and non-statutory assessments are used in conjunction with this to confirm levels of attainment. Pupils are generally aware of their targets for learning, but there is inconsistency in pupils setting their own targets or having an active role in monitoring the progress they are making towards achieving their goal. Overall, the pupils have a good understanding of how they learn and why they need to know particular things. Due to this, the school could involve all pupils more in the process of target setting.

54. Analysis of assessments is used to inform planning and teaching and also to ensure that appropriate learning targets are set and standards are improved as a result. For example, it was identified that insufficient emphasis was being given to some areas of the science curriculum and pupils were not achieving as well as expected. As a result, targets were set within the context of teachers' planning and levels of performance improved greatly. The English co-ordinator has taken target setting one step further and has developed the use of more specific short-term targets in reading. These are based on the learning needs of individual pupils in this element of the English curriculum rather than the broader targets that relate to literacy in more general terms. The targets provide more focused guidance that break learning down into smaller steps so that the value of target setting is promoting learning even further.

55. The school has analysed performance data, test results and teacher assessments and has identified a need to further improve levels of attainment in writing, including spelling and grammar. The analysis also highlighted that boys' attainment in writing, by the end of Key Stage 2, does not match that of girls. In response, the English co-ordinator has developed the use of short-term target setting for writing and is currently trialing this with her class. As a result of this, the teacher has been able to match specific learning objectives more closely to the specific level of attainment in writing for individual pupils. This has improved the level of challenge for pupils so that they are working at their capacity and achieving well in terms of prior attainment. Standards in writing have improved and work in lessons is more demanding for all pupils in the areas where they need to further develop. The co-ordinator plans to introduce target setting at this level throughout the school in the next academic year. This will help teachers and pupils to identify what the next steps in learning are and improve the rate of progress in this area of learning.

56. The improvements made to target setting in English provide a good model that could be applied to learning in other subjects. This would enhance planning for pupils' individual needs so that they develop an even better knowledge of what it is they need to know and do in order to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to further improve standards the school should:

- (1) Improve the levels of attendance in order that pupils have the maximum time available for learning by:
 - continuing to involve parents in supporting regular attendance;
 - informing parents that odd days of casual absence will not be authorised.(Paragraphs: 5, 19, 23, 49)

- (2) Better the consistency in provision for pupils currently in Year 3 in the next academic year by:
 - organising classes to offer equality of provision throughout the year;
 - ensuring that staff, who understand the educational philosophy of the school, are available to teach the pupils consistently;
 - establishing appropriate contingencies to cover for staff absence.(Paragraphs: 47, 50-52)

- (3) Further develop the use of short-term targets to improve pupils' performance by:
 - adopting the good practice currently being used to consistently set challenging, yet achievable short-term targets;
 - involving pupils in setting their short-term targets, monitoring their progress towards achieving their goals and in setting further targets.(Paragraphs: 3, 8, 53-56)

The school has identified these areas for further development within the context of long term school development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	89	11	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	117
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	8.9
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	7	8
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	75 (83)	75 (94)	80 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	8	7
	Total	15	16	15
Percentage of pupils at NC level 2 or above	School	75 (95)	80 (100)	75 (100)
	National	82 (81)	86 (85)	87 (86)

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
	1999	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	11	10	11
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	100 (88)	95 (81)	100 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	10	9	11
	Total	17	16	19
Percentage of pupils at NC level 4 or above	School	89 (88)	84 (88)	100 (94)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	117
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.0
Number of pupils per qualified teacher	23.4
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	100

Financial information

Financial year	1998/1999
	£
Total income	231 008
Total expenditure	232 596
Expenditure per pupil	2 115
Balance brought forward from previous year	22 325
Balance carried forward to next year	20 737

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	61	5	0	0
My child is making good progress in school.	23	58	9	0	0
Behaviour in the school is good.	38	56	3	0	2
My child gets the right amount of work to do at home.	16	63	11	3	3
The teaching is good.	41	52	5	0	3
I am kept well informed about how my child is getting on.	31	48	11	2	5
I would feel comfortable about approaching the school with questions or a problem.	42	50	6	3	0
The school expects my child to work hard and achieve his or her best.	48	48	0	0	0
The school works closely with parents.	34	52	11	3	0
The school is well led and managed.	41	50	6	0	0
The school is helping my child become mature and responsible.	33	56	8	2	0
The school provides an interesting range of activities outside lessons.	16	53	16	8	5

The questionnaire completed by parents before the inspection identified that some parents had concern about the range of activities, that the school does not work closely with them and that they are not well informed about pupils' progress. A number of parents are not clear whether the amount of homework is right or not. Detailed analysis of the responses indicates that the number of families who identified concern is a very small proportion of the total number represented. Evidence gathered during the inspection disagrees with the views of this small cross-section of parents and finds that the range of activities offered outside lessons and homework provision to be very good. The school is diligent in involving parents in the work of the school and informing them about the progress pupils are making and the standards they achieve.