

INSPECTION REPORT

ST ALBAN'S CE (Aided) PRIMARY SCHOOL

Havant

LEA area: Hampshire

Unique reference number: 116362

Headteacher: Mrs Marilyn Mullen

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 3rd to 4th July 2001

Inspection number: 193833

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	St Alban's Road West Leigh Havant Hampshire
Postcode:	PO9 2JX
Telephone number:	023 9248 2072
Fax number:	023 9245 2378
Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr John Sawtell
Date of previous inspection:	27 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
6169	Dr Melvyn Bradshaw	Registered inspector
8991	Mrs Pamela Goldsack	Lay inspector
18706	Mrs Janet Gill	Team inspector

The inspection contractor was:

Dr M J Bradshaw, LSU Associates
185 Wilton Road
Upper Shirley
Southampton
Hants
SO15 5HY

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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	
The excellent leadership and management of the headteacher	10
Good, and often very good, teaching results in pupils making good progress	11
Standards of attainment are well above average	12
Pupils' attitudes to school are very good	14
The quality of care of pupils is excellent	14
Very well established links with parents help to ensure they are fully involved	15
WHAT COULD BE IMPROVED	
Pupils' writing is not of a consistently high quality	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 222 pupils who attend full-time from Reception to Year 6. Children start school in the September of the year of their fifth birthday, initially this is part-time, but all become full-time by the end of their first term. At the time of the inspection, nine children in the Reception class were not of statutory school age. Almost 53 per cent of pupils are boys. The majority of pupils (99 per cent) are white. There are two pupils whose first language is not English, neither has additional support because both are competent in English. The background of pupils is very mixed and about average; ten pupils (five per cent) claim free school meals, which is well below the average. About ten per cent of pupils leave or join the school at other than the normal time. The number of pupils identified as having special educational needs is a little above the average; 54 (24 per cent) are on the register of special educational needs. No pupil has a statement of special educational needs. Attainment on entry to the Reception class is about average, although there is little high attainment. Children's communication skills, in particular, are a little below average when they start school.

HOW GOOD THE SCHOOL IS

St. Alban's CE (Aided) Primary School is an extremely effective school. Pupils progress very well and achieve standards that are well above average by the end of Year 6; in addition their attitudes to learning are high. They enjoy school very much. Very good attention is given to promoting pupils' personal development, which the school successfully achieves. The quality of teamwork in the school is outstanding, promoted by the excellent leadership of the headteacher, who has justified confidence in her staff. All staff members want the school, and its pupils, to succeed. The quality of teaching is consistently good, and often very good. The school has income that is above the average; it uses its resources very well to ensure pupils make very good progress and provides very good value for money.

What the school does well

- The excellent leadership and management of the headteacher, and the support provided by the deputy headteacher and senior management team, help to ensure that the school provides a very effective learning environment. They are very well supported by the governors.
- Good, and often very good, teaching, together with a well organised curriculum, result in pupils making good progress in each class in the school.
- Standards of attainment, by the end of Year 6, are well above average.
- Pupils' attitudes to school are very good, and their behaviour is excellent; these strengths help to ensure effective learning.
- The quality of care of pupils, both personal and academic, is excellent.
- Very well established links with parents help to ensure they are fully involved in the work of the school.

What could be improved

- Although results in English are above the national average, pupils' writing is not of a consistently high quality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last, in the early part of the summer term in 1997, St. Alban's CE (Aided) Primary School was found to be a good school and to have many strengths, although there were areas requiring improvement. Since then it has made very good progress, maintaining its strengths and successfully dealing with its areas of weakness. The results achieved by its pupils, in the National Curriculum tests at the end of Year 6, have risen since 1997. The improvement has been similar to that found nationally, so that results continue to be above or well above the average. Standards of attainment have risen in information and communication technology, design and

technology and history, previous areas of weakness. This has been achieved because of improved planning and management of subjects. Provision for children in the Reception class is much improved; the curriculum is based on recent national guidance and there is a good balance between activities organised by the teacher and the occasions when children make their own choices. Teaching has improved; at the time of the previous inspection it was mostly satisfactory or good, it is now mainly good and often very good. The climate for learning is very good, and the leadership and management of the headteacher are excellent. Assessment is very well organised throughout the school and a detailed analysis of pupils' strengths and weaknesses is used effectively to inform the planning of work. The management of special educational needs has improved significantly; pupils are identified earlier, and their individual education plans are detailed and helpful to staff. The governing body and headteacher carefully analyse the effectiveness of their spending decisions, including how they are helping to raise standards.

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	
	1998	1999	2000	2000	
English	A	A	B	C	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A	A	A	A	

There has been an improvement in the school's results since 1997; the rate of improvement is similar to that nationally. As a result, standards, when children leave the school at the end of Year 6, continue to be generally well above those found nationally, and those of similar schools. The only recent exception was in 2000, when English results were above the national average and similar to those of schools with fewer than eight per cent of pupils claiming free school meals. Writing has been identified by the school as an area which is not as strong as other aspects of English. This year attainment in English, mathematics and science is better than that recorded in 2000. The school is exceeding its targets. In information and communication technology, pupils make good progress and use their skills well in other subjects, their attainment is average overall. Pupils in Key Stage 1 make good progress, and attain standards in reading, writing and mathematics that are above, or well above, the average. Attainment this year is a little lower. Children in the Reception class make good progress and virtually all achieve the expected standard, or higher, by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their work. They are eager to participate and keen to do well. They listen attentively, and speak clearly and confidently.
Behaviour, in and out of classrooms	Behaviour is excellent in lessons and throughout the day. This helps to provide a productive environment for learning. Pupils show consideration for each other. They are very polite and well mannered.
Personal development and relationships	The personal development of pupils is very good. Pupils show initiative when selecting resources and carrying out activities. They generally develop confidence and self-assurance. Mutual respect is the cornerstone which results in relationships between staff and pupils, and pupils themselves, being excellent.

Attendance	Levels of attendance and punctuality are very good. Attendance is consistently well above the national average. Prompt, regular attendance reflects pupils' positive attitudes towards school. Excellent arrangements to monitor and encourage attendance are in place.
------------	---

Pupils display very positive attitudes to the school; their behaviour and relationships with each other are excellent. There are no significant weaknesses.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
27 lessons seen overall	Good	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.

Throughout the school, virtually all teaching is at least good, and in over 40 per cent of lessons seen it was very good or excellent. Teaching of both English and mathematics is at least good, and often very good. Teaching is good in science, but does not always provide older pupils with sufficient opportunities to apply their skills in experiments they have designed themselves. Successful teaching, which results in good learning in every class, is based on the pace and enthusiasm of the teacher, excellent relationships and high quality behaviour management. Teachers successfully challenge pupils and stimulate their interest. Literacy and numeracy are well taught and used effectively across the whole curriculum. The high quality teaching helps to promote children's learning. They work hard, showing interest and concentration; they enjoy being at school and try their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offered to children is good; it is broad, balanced, relevant and accessible to all pupils. The effectiveness of the strategies for teaching literacy and numeracy is very good, and effective links are made between subjects which enhance learning.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is now very good. Children are fully supported by the special educational needs co-ordinator, their teachers and teaching assistants. Work is very well monitored and matched to their ability. All this helps them to make very good progress by the end of Key Stage 2, by which time most achieve the expected Level 4 in English, mathematics and science.
Provision for pupils with English as an additional language	Effective support has been given to the pupils for whom English is an additional language. They are able to take full advantage of all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. There is a strong focus on spiritual, moral and social development, which contributes very effectively to the personal development of pupils. It has a significant impact on the very good relationships, and on the behaviour in and around the school. Greater attention is now being given to raising pupils' awareness of the life styles of other cultures.
How well the school cares for its pupils	The school has excellent procedures for child protection and for ensuring the health and welfare of all pupils. Assessment of pupils' academic performance is very detailed and the data analysed and used very effectively. Pupils are very well known by all members of staff, who take great care to see that they feel challenged, enthusiastic and happy.

The school provides a good curriculum which meets all statutory requirements. A particular strength is the way teachers make relevant links between different subjects. The provision for care and pupils' personal development are significant strengths. The school involves parents very effectively in its work, as a result they support their children's learning very well. Parents feel part of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is extremely well led and managed. The headteacher offers outstanding leadership. She is supported exceptionally well by the governors and staff. They form a strong and very effective team with a clear focus to continue to improve, and they are determined to maintain high standards in all areas of school life. Curriculum coordinators carry out their management roles very effectively.
How well the governors fulfil their responsibilities	Governors are very clear and positive in relation to their roles and responsibilities. They are fully aware of the strengths and weaknesses in the school. The governing body fulfils its duties well.
The school's evaluation of its performance	The school evaluates its performance very effectively. It has a clear view of its work and effectively analyses what works and why. It has developed very good systems for analysing pupils' results and using these to set future challenging, yet realistic, targets. This initiative has had a significant impact on improving standards.
The strategic use of resources	The school's financial resources are extremely well targeted to meet the needs of pupils and staff, and to raise standards. The school provides very good value for money.

The school is managed very effectively, and the accommodation and resources are used to maximum effect to ensure pupils achieve high standards. The principles of best value are well understood and implemented by both the headteacher and governors. The quality of the school's financial and administrative arrangements is very good.

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. Children's progress and behaviour are good. Teaching in the school is good. The school is approachable. Homework is well organised. The school expects children to work hard. The school works closely with parents. The school is well led and managed. Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> The range of activities outside of lessons.

Inspectors support parents' positive views of the school. Children do well at school, they behave excellently and become mature and responsible. Their progress during their time in the school is very good because of very effective, well organised teaching and high quality relationships. Expectations of pupils are high, and they are expected to work hard. They receive a good, interesting curriculum, and inspectors think that it is enhanced by a suitable range of activities outside of lessons. The school sets valuable homework. It is very approachable and works very well with parents. The leadership of the headteacher is outstanding.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The excellent leadership and management of the headteacher, and the support provided by the deputy headteacher and senior management team, help to ensure that the school provides a very effective learning environment. They are very well supported by the governors.

- 1 The headteacher is an outstanding leader. She is supported exceptionally well by the governors and staff. They form a strong and very effective team with a clear focus to continue to improve and a determination to maintain high standards in all areas of school life. Curriculum coordinators are very effective in the management of their subjects; this strength also has had a marked impact on improving overall standards. The school is very aware of its overall performance because it analyses what works and why. It has developed very good systems for tracking pupils' progress, and analyses its results in detail. The information is used to set future targets based on accurate data, and to review teaching of specific areas. This approach has a significant impact on improving standards; hence standards are often very high by the time pupils leave the school at eleven. This is illustrated by the school's determination to improve the already high standards in English, to the level of mathematics and science. The school identified that standards in writing were not as high as they could be. Staff worked together to identify writing opportunities, both within literacy and in other subjects, moderated work to assess what the next steps in learning should be and monitored the results systematically. These strategies are beginning to have an impact. Early indications show that standards in writing have begun to improve, as illustrated in the 2001 National Curriculum tests at both key stages. Inspection evidence supports the test data.
- 2 Governors are very well informed about all aspects of school life and they make a significant contribution to the overall effectiveness of the school. They are very well aware of the strengths and of the areas that still need to be developed, such as information and communication technology (ICT). They have an extremely strong commitment to maintain the excellent ethos and high standards in their popular and successful school.
- 3 The many strengths from the previous inspection have not only been maintained but they have improved significantly. The school has taken very positive steps to address the key issues raised in the previous report in relation to standards in design and technology, ICT, and history, assessment, provision for younger children, management of special educational needs and the evaluation of spending decisions. Standards have improved in the subjects where there were weaknesses, the provision for younger children is now good, and the management of special educational needs and assessment are very good. The staff and governors have been very imaginative in their use of the accommodation to produce a stimulating learning environment. They have created a new computer suite from a disused area. This development is linked to the school's identified need to raise the profile of ICT in the school. All of these improvements have had a significant impact on the high standards being achieved. Very good financial management and planning ensure that the budget is spent wisely. Financial resources are linked very well to the priorities in the school's strategic plan and evaluated in terms of raising achievement. The school now provides very good value for money, whereas, at the time of the previous inspection, it was satisfactory.

- 4 Very strong teamwork and a commitment to higher standards, valuing the individual within a caring, stimulating learning environment are keys to the school's success.

Good, and often very good, teaching, together with a well organised curriculum, result in pupils making good progress in each class in the school.

- 5 Throughout the school there is a determination to promote high standards in a caring, friendly environment. Teaching throughout the school is rarely less than good, and often very good or excellent. Virtually all teaching is at least good, and over 40 per cent is very good or excellent. The consistently high quality means that teaching in the school is very good overall. The shared ethos helps to ensure that the learning environment throughout the school is very positive and this makes a significant contribution to the high standards achieved by the end of Year 6.
- 6 Teaching in the Foundation Stages is good, with some very good features. The curriculum offered is interesting, challenging and covers all the areas of learning well. The school has responded well to the issue regarding the promotion of problem solving and investigative work. The teacher has very good questioning skills that challenge the children to think hard about their work; for example, how to make a key float. Children responded to the challenge and experimented with a variety of materials, concentrating on the task for a considerable time. They eventually created raft type structures with plastic dishes and bark, upon which the key was placed. They were delighted they had achieved their challenge. As a direct result of the teacher's skilled intervention, very good learning took place in this activity.
- 7 In the remainder of the school, teaching is of a consistently high quality. It is especially good in Years 2, 3 and 6. The teaching of English and mathematics is at least good, and often very good, in both key stages. The strengths in teaching are similar throughout the school. Weaknesses are relatively rare. Pupils' learning is at least good in each class because of the consistently good quality teaching and this is helping to raise pupils' achievement throughout the school. Teachers' subject knowledge is good and, in some areas, particularly when specialist staff are available, such as in music, it is very good. As a result of this expertise in music, Year 6 pupils were confident when working in groups to compose a piece of music to represent 'Promenade' after having listened to Mussorgsky's 'Pictures at an Exhibition'. They were then required to explain what they had done, and why, using relevant musical terms; very good intervention by the teacher ensured they did this successfully. Teachers often ensure pupils use their literacy skills extensively in other subjects, with a particular strength being the good emphasis on developing vocabulary across a range of subjects. In the best lessons, teachers use questions very effectively to encourage pupils to answer in extended sentences, although this is not always evident for the youngest children in Key Stage 1. Mathematics is taught well, and the work made fascinating and relevant. The pupils respond to the challenges set, for instance when a group of able Year 5 pupils were asked to find out which consecutive numbers, when multiplied, gave an answer of 9506. Mathematics is used very well to support learning in other subjects, especially science where pupils collect, display and interpret data and in geography when using co-ordinates.
- 8 Lesson planning is a strength throughout the school, with teachers ensuring that pupils are told what they are to learn and why. This is aided by the well organised curriculum, and the way that teachers make logical links between different subjects. This helps to make learning interesting and relevant. Pupil management is usually

very good. The relationship between staff, who are relaxed and enthusiastic, and pupils is a strength of most lessons. The pace of learning is good and pupils usually complete a good amount of work. Many teachers give pupils a very clear time target when an activity is started; this strategy helps to raise the pace of learning. Teachers know their pupils well and there are many examples of the effective use of assessment during lessons. Marking is good and usually gives pupils a clear understanding of what they do well, and how they can improve. An occasional weakness is that the checking of pupils' work in lessons is not rigorous enough, as a result, opportunities to promote learning further, by correcting a mistake with the pupils concerned, are not taken. In Key Stage 2, in particular, the quality of some teachers' writing does not act as a good role model for pupils to develop a joined script. This weakness is evident in the writing on the board, and in displays and worksheets. Provision for pupils with special educational needs is well managed; teachers make sure their needs are met and members of the learning support staff are effective in ensuring these pupils are fully involved in all lessons.

Standards of attainment, by the end of Year 6, are well above average.

- 9 In the 2000 National Curriculum tests for eleven year olds, the results were well above average in mathematics and science, and above average in English. In recent years, results have generally been above or well above the national average and those of similar schools. All children achieved at least Level 3 in each of the three subjects, and virtually all the expected Level 4 in mathematics and science. Over half achieved the higher Level 5 in mathematics and science. Attainment of current pupils in Year 6 is higher than this. Virtually all pupils will attain the expected Level 4 in English, mathematics and science. Well over half will achieve the higher Level 5 in mathematics, and virtually all Level 5 in science. At Key Stage 1, in 2000, pupils' results were well above the average in reading and mathematics, and above average in writing. The results will be a little lower this year, although the school's drive to improve writing has helped to maintain its standards in this area. In both key stages, results in recent years have tended to increase at a similar rate to those nationally; this has ensured that the school has maintained the gap above schools nationally. The very few examples of pupils failing to achieve the expected standards, together with the high level of above average attainment, reflect the school's success in ensuring all pupils, including those with special educational needs, make very good progress overall.
- 10 Children in the Foundation Stage make good progress, and this rate of progress is maintained in each class as pupils move through the school. When children start in Reception, standards are broadly average, but with very little high attainment. They make good progress and, by the end of the Foundation Stage, standards are just above average. Many children achieve the Early Learning Goals and a significant group exceed them, especially in communication, literacy and language, mathematics and knowledge and understanding of the world, particularly in ICT and science.
- 11 One key strength of the school is that there are no classes in which the pace of learning slackens compared with the previous year. As a result, by the time they leave the school, all children, including those with special educational needs, have made very good progress in English, mathematics and science. In addition, the school provides good teaching and a well organised curriculum for all the other subjects, aiding pupils' progress and attainment.

- 12 In English, pupils enter Year 1 with broadly average attainment, by the end of Year 2 it is above average, and well above by the end of Year 6. This represents very good progress overall. The National Literacy Strategy has been implemented very well, and literacy developed effectively across the curriculum. In particular, good attention is given to developing pupils' vocabulary. Learning is enhanced because very good questioning is used to elicit pupil responses and because teachers have very good knowledge and understanding of the wide English curriculum, as well as of the National Literacy Strategy. Teachers provide very good opportunities for the development of speaking and listening skills. This was evident in Year 6 where pupils talked about music they had composed and described their deductions having examined photographs of Ancient Greek artefacts. Writing, including handwriting, is less well developed than other aspects of English.
- 13 Pupils' mathematical knowledge is well above average. Pupils' mental mathematical skills are also good. This begins strongly in Key Stage 1, with particularly good teaching helping to develop pupils' understanding of number, as well as ensuring accurate and correct recall of number facts. By Year 6, pupils draw block graphs and histograms with accuracy, and interpret that data well. Virtually all the pupils in Year 6 now read scales with accuracy; this is an area of improvement. The school's careful analysis of National Curriculum test results showed this to be a weakness in previous years. The investment in resources, and the careful teaching of the skills involved, have been effective. Pupils apply their number skills well when solving problems, including lengthy written questions where pupils have to find out the required information. This was another weakness identified by the school and tackled successfully. Pupils' numeracy skills are well above average and used effectively to support learning in other subjects such as in science and geography. Their knowledge of science is excellent. Pupils use scientific vocabulary well when describing investigations they have carried out. They describe in detail some of the features of habitats, how forces can be balanced or unbalanced and explain that light travels in straight lines. They develop good skills to aid scientific observation, such as knowing the need for a fair test, and how to observe and record results carefully. Older pupils, however, are not given sufficient opportunities to plan and carry out a scientific investigation to answer a question they have raised. In ICT, attainment is average. This represents a significant improvement over the previous inspection, during a period of time when the expectations nationally have risen dramatically. Pupils are confident in using the mouse and keyboard; for instance pupils in Year 2 carefully combined text and graphics, and then printed the finished product in colour. Year 4 pupils enjoyed investigating a database about houses for sale, their prices and amenities. The pace of their learning was slowed because they were not yet confident in using the keyboard.
- 14 In addition to the area of ICT, the previous inspection indicated that standards were not always high enough in design and technology, history and music. Although no music was seen in Key Stage 1, these pupils sang tunefully during assemblies. The high standards achieved by pupils by Year 6 would indicate that music has improved throughout the school. Examples of high quality design and technology work, for instance related to the designing and making of model playground equipment, are evident in the school. In history, pupils demonstrate the ability to use historical enquiry skills effectively when examining photographs of Ancient Greek artefacts, as well as a good understanding of how life has changed in recent years, or over a longer time scale.

Pupils' attitudes to school are very good, and their behaviour is excellent; these strengths help to ensure effective learning.

- 15 Pupils' very good attitudes towards all aspects of school life contribute significantly to their attainment, and they have remained at this very high level since the last inspection. Pupils like school and are keen learners, who are eager to ~~do~~ **do**. A Year 6 literacy lesson was one of many examples where pupils remained focused on the lesson and listened with concentration. They very successfully shared opinions and ideas. Pupils in all years, particularly those in Year 6, listen well to teachers and to each other, and also speak clearly and confidently. These abilities help to support learning and also reinforce the excellent relationships that exist between adults and pupils, and among pupils themselves. In an assembly during the inspection ~~week~~, a number of pupils from each class were selected to receive certificates for hard work and improvement. Pupils applauded each other's efforts and this support enabled even the youngest pupil to enjoy his or her moment as the centre of attention. Pupils' behaviour is even better than it was at the last inspection and is now excellent. This contributes greatly to the school's friendly and orderly atmosphere. Pupils are able to make productive use of special facilities, such as the computer suite, because they move around the site sensibly and treat equipment with care. Pupils' personal development has also improved and is now very good. Each year pupils are given more opportunities to assume responsibilities and older pupils continue to care for younger ~~ones~~ **ones** during breaks and at lunchtime. From Year 2 onwards, pupils elect representatives to the school council. The pupils' high level of interest in extracurricular activities and their very good rate of attendance at school reflect their enthusiasm and ~~dedication~~ **dedication**.
- 16 The school has established an ethos in which pupils feel valued and in which important social and moral aspects of personal development can be explored effectively. Pupils are fully aware of the expectations of the school, whether regards to behaviour or their standard of work. All staff work hard to promote the school's ethos and to ensure that all pupils are treated equally and fairly. The behaviour strategy includes a good balance of rewards and sanctions which pupils know and understand. As a result of consistent application by the staff, the strategies established by the school result in very positive behaviour and a particularly orderly learning environment. Pupils are good natured and friendly with each other. The school has improved the ~~provision~~ **provision** for raising pupils' awareness of a range of cultures, as well as their own. Currently, this is done mainly with reference to cultural differences associated with a range of religions. The school has identified the need to promote a greater awareness of the diverse range of cultures within British society, and the contributions each has made. Training for all staff in this area is already planned for next term.

The quality of care of pupils, both personal and academic, is excellent.

- 17 The quality of the school's assessment procedures, and the analysis of the information gained, are impressive. Careful and accurate records are kept of each pupil to enable the school to track and analyse individual pupils' progress. Very good assessment procedures are ~~evident~~ **evident** in the whole curriculum. These ensure that teachers gain accurate information about each pupil's strengths and weaknesses across the key areas of the curriculum. This material covers both pupils' knowledge and skills, and it is used effectively to ~~form~~ **form** teaching strategies and curricular revision. The detailed National Curriculum assessment data are analysed extremely thoroughly so that areas of strength and weakness are identified. The information again helps inform curricular development and school

planning. This is well illustrated by the school's success in raising attainment in mathematics; this was achieved because of the identification of two key areas of weakness which a significant minority of pupils demonstrated. Similarly, the current drive to improve standards in writing arises from a careful analysis of available data.

- 18 The school's arrangements for child protection and for ensuring pupils' well being are excellent and have improved since the last inspection. The headteacher holds responsibility for child protection and reviews procedures with all members of staff at the beginning of each academic year. Governors play a leading role in carrying out risk assessments of the site, and they require teachers to carry these out for each class trip. All teachers are very good role models and have very high expectations regarding pupils' behaviour. The sensible school rules, combined with the mutual respect between adults and pupils, result in an excellent atmosphere for learning. Pupils who have experienced difficulties in their personal lives are cared for very sensitively and thrive in the school's nurturing environment. The headteacher plays a pivotal role in balancing the school's warm pastoral care with its high expectations of academic achievement.

Very well established links with parents help to ensure they are fully involved in the work of the school.

- 19 Parents have very positive views about all areas of school life. The partnership between parents and the school has improved since the last inspection, along with the quality of information provided for parents. The school prospectus and regular newsletters are very informative and helpful. Parents know that they are welcome to discuss any concerns with teachers and the headteacher. The school values the opinions of parents and circulated a questionnaire to them following a meeting organised to share information about the National Numeracy Strategy. The very good commitment from parents is also seen in the high number of volunteers who help in school and the ever increasing success of fundraising activities. Parents, who expressed their views during the inspection, were especially pleased with the very good teaching and the high expectations the school has for their children. They were also delighted with their children's progress and their increasing levels of maturity. Parents also recognise how well the school is led and managed. Inspectors wholeheartedly agree with the parents very positive views of the school; they also recognise the significant contribution that parents are making to the school and their children's education. Although some parents would like to see an improved range of activities outside of lessons, inspectors judge that the school provides a suitable breadth, including clubs and visits.

WHAT COULD BE IMPROVED

Although results in English are above the national average, pupils' writing is not of a consistently high quality.

- 20 High standards in English are attributed to very effective assessment procedures, target setting, the successful implementation of the National Literacy Strategy and highly effective provision for pupils with special educational needs. Effective and detailed analysis is used to set targets and inform planning for individuals, as well as highlighting areas requiring development. Through this process, writing was identified as an area requiring development. There is now a higher focus on writing, with a good emphasis on using literacy skills in other subjects. However, the pupils' handwriting is still not good enough in some instances. Some pupils in Key Stage 2 are not consistently joining their writing, and often use print. Teachers do not always

act as positive role models when writing, as they do not always write in the agreed cursive script, for example, when writing notices, producing worksheets or writing on the white board. Pupils' spelling is also not always of a consistently high quality, especially when pupils are writing in subjects other than English. On some occasions, it is evident that pupils do not take enough care when writing information from the board. As a result, important words, such as 'survey' in science, were spelt incorrectly. This was not noted or corrected by the teacher. The increased focus has started to bring about the required improvement at the end of each key stage, as borne out by inspection evidence and early indications of the National Curriculum test data for this year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 21 The school has many notable strengths and relatively few weaknesses; as a result pupils progress very well and achieve above or well above average standards. Areas that could be improved include raising standards in English, especially writing, even further.
- 22 In order to improve standards further, the head teacher, staff and governors should :
- (1) Improve further standards of attainment in English, particularly writing, by:
- reviewing the continued impact of the school's plan for improvement on standards of attainment;
 - ensuring that a clear programme is established for teaching pupils the use of a joined script and that all staff use the agreed style in all their communication with pupils, whether it is on the board, in books or in displays;
 - encouraging pupils to use a joined script consistently in their work across all areas of the curriculum;
 - correcting spelling errors, where relevant, especially where words have been carelessly copied, or have an important meaning within the subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.7	37.0	55.6	3.7	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 parttime pupils)	222
Number of full-time pupils known to be eligible for free school meals	10

FTE means fulltime equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	14	14	14
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (88)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	14	14	14
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (94)	97 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	16
	Girls	17	18	17
	Total	30	32	33
Percentage of pupils at NC level 4 or above	School	88 (82)	94 (79)	97 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	16
	Girls	17	17	17
	Total	29	30	33
Percentage of pupils at NC level 4 or above	School	85 (79)	88 (79)	97 (89)
	National	70 (68)	72 (69)	79 (75)

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	1
Pakistani	0
Bangladeshi	1
Chinese	0
White	211
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)	8.9
Number of pupils per qualified teacher	24.9
Average class size	31.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	168

Financial information

Financial year	2000/2001
	£
Total income	473428
Total expenditure	486665
Expenditure per pupil	2193
Balance brought forward from previous year	26972
Balance carried forward to next year	13735

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	69	28	2	0	0
Behaviour in the school is good.	65	32	2	0	1
My child gets the right amount of work to do at home.	56	34	8	1	0
The teaching is good.	72	26	2	0	0
I am kept well informed about how my child is getting on.	61	33	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	22	2	2	0
The school expects my child to work hard and achieve his or her best.	84	15	0	1	0
The school works closely with parents.	59	36	2	1	1
The school is well led and managed.	66	28	1	1	4
The school is helping my child become mature and responsible.	71	26	0	1	2
The school provides an interesting range of activities outside lessons.	35	32	20	6	7