

INSPECTION REPORT

**LINDRIDGE ST LAWRENCE CE PRIMARY
SCHOOL**

Tenbury Wells

LEA area: Worcestershire

Unique reference number: 116895

Headteacher: Mr A Barker

Reporting inspector: Mrs V Ward
19028

Dates of inspection: 17 -18 September 2001

Inspection number: 194531

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lindridge Tenbury Wells Worcestershire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Inge
Date of previous inspection:	4-7 November 1996

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REPORT CONTENTS

Paragraph

PART A: SUMMARY OF THE REPORT

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	1 - 34
WHAT COULD BE IMPROVED	35
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	36

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small Church of England aided school serves a wide geographical area in rural Worcestershire. The school roll has increased each year since the last inspection. There are now 82 pupils on roll, aged between 4 and 11 years, comprising 35 boys and 47 girls. This number will rise to 90 in January 2002. A few pupils are of mixed race, with the remainder being of white ethnic origin. No pupils are learning English as an additional language. A private playgroup for pre-school children is held in a classroom on the school site. Children are admitted to the school in either the September or January of the school year in which they will reach their fifth birthday. Their attainment on entry varies but, overall, it is slightly above what would normally be expected of four-year-olds. At the time of the inspection, there were just four children in the reception year, and they had been attending the school for only eight days. The percentage of pupils known to be eligible for free school meals is below average. Eighteen pupils are identified as having special educational needs, a figure that is similar to the national average. Two of these pupils have statements describing their special needs.

HOW GOOD THE SCHOOL IS

This is a very effective and an improving school. The strong leadership of the headteacher and his vision for improvement, which is supported by all the staff and governors, focuses closely and successfully on raising achievement. The strategies that the school uses to analyse its strengths and weaknesses, and then take appropriate action, result in an ever-improving picture. The teaching is consistently good and contributes significantly to these positive outcomes. The teachers are skilled at meeting the needs of all the pupils who in turn display very good behaviour and positive attitudes to learning. They work hard and enjoy being in school. The school provides good value for money.

What the school does well

- The headteacher is a very effective leader and is well supported by the staff and governors
- The good teaching makes the pupils want to learn and to do their best
- Standards continue to rise. By the time the pupils leave the school, standards in English, mathematics and science are well above average
- The pupils' very good behaviour and attitudes to learning help them to achieve well
- The curriculum is very broad and well balanced, and is made particularly relevant to the needs of different pupils

What could be improved

There are no specific issues for improvement. Through its effective school development planning process, the school has identified and is already addressing the areas that need improvement. It should continue to implement its current plans, which include improving provision and teaching in information and communications technology and implementing a more effective system for tracking and recording the pupils' progress in science.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then, it has maintained its strengths and has addressed thoroughly all the key issues that were raised. Several of

these issues are now strengths of the school. The pace of the teaching is now very good throughout the school and this contributes significantly to the good learning that takes place. A suitable amount of time is now allocated to the teaching of design and technology and the staff provide a broad range of experiences for the pupils. A governor has been appointed to take a special interest in the school's provision for special needs; she has regular contact with the special needs co-ordinator and is well informed about the school's practice. The school provides very well for pupils with special educational needs. The content of the school development plan is now much more comprehensive and, as such, is a useful tool for school improvement.

Since the last inspection, the analysis and use of data have been very effective in identifying weaknesses in order to improve standards. This has led successfully to an upward trend in achievement. The teaching is now much better than it was at the last inspection. The provision for the personal development of the pupils has also improved. The building has been extended, so that there is no longer a need to teach some pupils from Key Stages 1 and 2 in the same class. The school hall is now free for use by all of the classes. Resources have been carefully audited, replenished and increased, as appropriate.

The school has coped well with the changes to the statutory curriculum. The implementation of the national literacy and numeracy strategies has had a positive impact on the teaching and learning. However, the teachers found that the pace at which these initiatives were introduced gave insufficient time for consolidation of the new ideas and techniques before implementing the next change. It is due to the conscientiousness and hard work of the teachers that the initiatives have been implemented so successfully. The school has effectively adapted the new subject guidance for the National Curriculum and the Foundation Stage. It is in the process of trialling various features of management information systems in order to find out which will be the most valuable, in view of the school's small size. Bearing in mind the very good quality of the leadership and management in the school, combined with its processes of analysis and action, the school is very well placed to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	E	A	A
mathematics	B	B	A	A
science	A	B	A	A

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

At both key stages, the results of national tests show an improving picture, though as year groups are small at both key stages, the balance between the proportion of higher attaining pupils and those with learning difficulties inevitably causes some fluctuation in results. In

both 2000 and 2001, the results of national tests for Year 6 show an impressive number of pupils achieving the higher levels in English, mathematics and science. The progress made during Key Stage 2 is very good; in comparison with the results they achieved at Key Stage 1 in 1996 the pupils' scores show improvement that is well above average. A recent emphasis on standards at Key Stage 1 is bringing about a marked improvement, especially in writing, which has been given specific focus. Throughout the school, there is no consistent pattern in performance to show either that the girls do better than the boys or vice versa.

The school sets challenging, but achievable targets for its pupils in Year 6. The setting of individual targets in writing has made a significant impact on standards. The pupils are aware of their targets and readily talk about the action they have taken to bring about an improvement.

At the Foundation Stage, the four children in the reception year have settled quickly and are well on course to reach the expected goals by the end of the school year.

During the inspection, standards throughout the school were consistently above average in English, mathematics and science. Work in art, music and design and technology was above average, and these areas are particular strengths of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and want to learn.
Behaviour, in and out of classrooms	Very good. The pupils understand what is expected of them and respond positively. There have been no exclusions from the school.
Personal development and relationships	Very good. The pupils get on well together. They show respect for their teachers and are courteous to all adults. They accept responsibility willingly.
Attendance	Good. Above the national average.

The pupils' very positive attitudes are evident in their determination to succeed, their responses to the challenges set and their happiness in school. They show high levels of application when working, often getting on sensibly when not directly supervised by an adult. The pupils behave very well, and this creates an atmosphere of calm in the school. They work and play together co-operatively. Relationships amongst the pupils themselves and with adults are very good. Parents agree that their children behave very well in school and that they display very positive attitudes to learning.

TEACHING AND LEARNING

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

Quality of teaching	Good	Good	Good
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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.

All of the teaching observed during the inspection was either good or very good. This is a significant improvement since the last inspection. The teachers use the national strategies for literacy and numeracy very effectively. They have good knowledge of the subjects they teach, and know which approaches work best for different ages of pupils. Learning is made exciting for the pupils by all of the teachers. The combination of very good pace in lessons, and the expectation that the pupils will learn, serves both to encourage and motivate the pupils. This expectation is supported by well thought-out provision, which builds on the pupils' prior learning. The teachers make very clear what they want the pupils to learn, and they organise them both efficiently and effectively. This ensures that best use is made of the available time. The teachers also use the skills of the support staff very effectively. The focus on the needs of individuals takes into account their gender, background, prior learning and special need. This is evident in both the planning and organisation of lessons, and enables work to be closely matched to the needs of all pupils. Consequently, all pupils expect to succeed and are confident learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and well balanced throughout the school. It provides an appropriate focus on the teaching of basic skills, whilst also covering in sufficient detail all other aspects of the curriculum.
Provision for pupils with special educational needs	Very good. Early identification and intervention means that pupils' needs are diagnosed and support mechanisms put in place quickly and effectively.
Provision for pupils with English as an additional language	No pupils are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal development is given a lot of consideration. There are particular strengths in the provision for moral and social education.
How well the school cares for its pupils	Very good. The pupils are well looked after. The members of staff know the pupils well and are caring and responsive to their needs. The tracking of the pupils' academic achievement and subsequent intervention are very good.

The stimulating curriculum greatly enriches the pupils' learning. It exemplifies the school's belief that the curriculum should support all aspects of children's development. The provision for art and music are particular strengths. Extra-curricular clubs, visitors to the school, and activities within the community, all enhance the quality of the pupils' learning. There has been considerable improvement since the last inspection in the way that the school uses information gained from analysing the pupils' achievements. The procedures

for ensuring child protection, personal care and guidance, and health and safety are especially effective. Parents are very supportive of the school and appreciate the ways in which it keeps them informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The long-term vision of the headteacher, which is shared and supported by the staff, provides clear educational direction to the work of the school.
How well the governors fulfil their responsibilities	Very good. The governors are very supportive of the school and have increased their involvement considerably since the last inspection. They now have much more comprehensive oversight of the work of the school.
The school's evaluation of its performance	Very good. This is a particular strength. The school rigorously analyses its performance and then takes action to bring about improvement.
The strategic use of resources	Very good. The school makes full use of its delegated budget, carefully linking its decisions to the priorities in its development plan.

The headteacher, staff and governors work very well together to review and analyse the school's work. The rigorous systems to review the quality of teaching and learning, to analyse pupils' work and to take action designed to bring about improvement, are very successful. This process takes place within an environment in which pupils enjoy learning and expect to do well. The governing body is beginning to use best value principles effectively to underpin its decision making and to review the effectiveness of its spending. The headteacher is keen to keep up-to-date with developments in education. He reports that the school receives a sometimes-daunting volume of documentation. However, this is duly sorted, responses made as necessary, and relevant material prioritised so that best use can be made of it for the school's development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy in school • Their children make good progress • The teaching is good • The teachers are approachable • The school is well led and managed • The school promotes their children's personal development very well 	<p>A very small number of parents felt that:</p> <ul style="list-style-type: none"> • The school does not provide sufficient extra-curricular activities • An appropriate amount of homework is not set

The findings of the inspection fully endorse those features of the school that please parents most. Regarding the aspects which a small minority of parents would like to see improved,

the inspection showed that a wide range of activities is provided for pupils outside the classroom and that the teachers give generously of their time and energy to enrich the children's learning in this way. Homework is given regularly and in reasonable amounts for pupils of different ages. The inspectors agree with the vast majority of parents that the homework policy is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher is a very effective leader and is well supported by the staff and governors

1. The headteacher has introduced many successful changes since his appointment in 1997. He has established a climate in which review, analysis and action for improvement are a regular feature of the school's practice. His long-term vision for the school is firmly focused on raising standards within a curriculum that is rich, stimulating and encompasses all aspects of the pupils' development. The staff and governors share his vision and sense of purpose, and work together closely as a team.
2. There is a commendable sense of urgency about making the school more effective. The staff are rightly proud of successful initiatives, such as improving the curriculum for design and technology and increasing the effectiveness of provision for special needs, but there is no complacency. The school has identified and has begun action to improve its provision and teaching in ICT and its system for tracking and recording the pupils' progress in science. All staff are aware of what needs to be done and the teachers with particular responsibilities for these developments are fired with enthusiasm about managing the changes. They have a good understanding of what action should be taken, and are well organised in leading developments. The school development plan is used well to highlight any areas in need of improvement and to set out the actions necessary to achieve success. The headteacher, staff and governors are all appropriately involved in agreeing its content and, subsequently, in reviewing the progress made towards its targets.
3. The processes for checking the quality of the teaching and learning are rigorous and provide regular information about where improvements are needed. The headteacher has a thorough understanding of what is happening in the classrooms. He observes the teaching regularly and also enables all the staff to view each other at work. The teachers appreciate such opportunities and speak positively about the benefits of learning from each other and how this enables them to reflect on and modify their own teaching. This process enables best practice to be shared and helps promote consistency in the quality of the teaching, a factor that was very evident during the inspection.
4. The regular analysis, by the headteacher and staff, of the work of the pupils and of their performances in tests, enables each pupil's progress to be monitored closely. For example, as a result of such monitoring, weaknesses in writing were identified across the school, and strategies were put in place to raise achievement. Areas of individual improvement were identified, made clear to each pupil and monitored frequently. The outcomes of these efforts are that a marked improvement in writing standards is taking place. The school's systems for identifying the pupils' individual needs are rigorous and effective. In addition to helping these pupils with their learning difficulties, the school also provides extra guidance in developing their social skills.
5. Since the last inspection, the governors have increased considerably their involvement in the strategic management of the school. They now have several active committees that oversee different aspects of school development. Each governor has a link with a particular subject and visits the school to talk to the teachers and observe them teaching. The governors are very supportive of the

headteacher's actions and share his strategic vision. They have trust in him, but also expect him to be accountable to them. The governors are beginning to analyse the effectiveness of decisions they take such as in measuring the impact of the support assistants on the pupils' progress.

6. The focus on evaluation and subsequent action to bring about improvement, is a strength of the leadership and management of the school. Key factors in this process are the adaptation of the provision to meet the individual needs of the pupils and the emphasis on teamwork that underpins all developments.

The good teaching makes the pupils want to learn and to do their best

7. Throughout the school, the teaching is good and often very good. This has a very positive effect on how well the pupils learn, and fosters in them very good attitudes to learning. Many aspects of the teaching are consistently very good. For instance, the teachers introduce lessons in exciting ways that immediately capture the pupils' interest. In all classes, it is very apparent that this makes the pupils want to learn. The pace of lessons has improved considerably since the last inspection and is now very good. It serves to stimulate and maintain the pupils' interest and concentration. The teachers make explicit to the pupils the quantity of work to be completed in a given time, and provide them with clear guidance about what is expected.
8. The teachers explain to the pupils what they want them to learn, often writing these objectives on the whiteboard and making reference to them during the lesson. For example, in a mathematics lesson in Year 2, the teacher's regular reminders of their task to count on in ones and tens helped the pupils to concentrate on the challenge they had been given.
9. The teachers question the pupils in a very focused way, so that they are all involved and enabled to contribute. During a session of mental mathematics, for instance, questions of varying difficulty were targeted at specific pupils in order to build on what they already knew, and to give all pupils opportunities to succeed. The teachers set tasks precisely and give very clear instructions, and this enables the pupils to settle to work quickly and confidently. This was very evident in a mathematics lesson in Year 5 and 6, where the pupils worked on a number calculation game very sensibly without adult supervision. The teachers organise the pupils well and this ensures that best use is made of lesson time.
10. All the teachers have high expectations of what all the pupils will achieve. Intellectual challenge is a significant feature of the teaching and ensures that all the pupils, including the higher attaining pupils, do as well as they can. Parents expressed appreciation of the attention that the teachers pay to individual needs. This was very apparent in both the planning and the teaching. Careful attention is paid to matching work to individual needs. The pupils with special educational needs are often given additional support, either from their teacher or from a support assistant, and this helps them to succeed and consequently boosts their self-esteem. Tasks are regularly planned to build on the pupils' prior learning. The role of the support staff is very carefully considered and managed, and they have a significant impact on the pupils' learning. They are always well briefed about each activity and they build very good relationships with the pupils.
11. The teachers' good subject knowledge is immediately apparent. They speak convincingly, and this gives the pupils confidence. For instance, the teacher's knowledge of singing improved the pupils' performance considerably in a lesson for Year 5 and 6 pupils. The teachers understand well how different age groups learn

best and adapt their teaching to suit. For example, the range of activities in one music lesson kept the attention of very young pupils and sustained the pace of learning, even though it was the end of the day. In a science lesson for Years 5 and 6, a very large diagram drawn on the hall floor was big enough for the pupils to walk the route that blood flows around the body. This enabled them to learn how oxygen and carbon dioxide are carried around the body in the blood between the heart, lungs and muscles. By the end of this lesson, they understood well how this process works, and recalled this knowledge readily on the following day.

12. The teachers intervene effectively during lessons to move the learning on. They assess how well the pupils are learning and then intervene to help. They readily adjust their teaching according to the pupils' response and rate of learning. When pupils grasped, sooner than expected, work on rounding numbers to two decimal places, the teacher appropriately changed the original plan and provided them with harder work. When the teachers mark the pupils' work, they often write useful comments, which help the pupils to know how well they are doing. For example, the following constructive and helpful comment was made on a written story '*Nicely reflective, but I would have liked to know more about certain things in the middle.*' This gave the pupil good feedback.
13. The consistently good quality of the teaching is the main reason why the pupils learn and achieve so well.

Standards continue to rise. By the time the pupils leave the school, standards in English, mathematics and science are well above average.

14. The pupils achieve well throughout the school and by the end of Key Stage 2, they often achieve very well. In 2000, the results of national tests for eleven-year-olds in English, mathematics and science were well above average when compared both with similar schools and with all schools nationally.
15. Until recently, however, the results at Key Stage 1 were, at best, average. Strategies to raise standards have been put in place and are working. The results over the past two years have improved significantly. During the inspection, the pupils were achieving above what is expected for their ages in all subjects.
16. Small year groups mean that each pupil's score is worth several percentage points, and even slight fluctuation in the performance of one or two children can have a major effect on the pattern of results over time. Nevertheless, the results from tests in 2001 show increases in the numbers of pupils attaining the higher levels at both key stages.
17. The literacy strategy is well in place and its positive impact is seen in the work. At both key stages, the pupils display enthusiasm for books, regarding them as sources of both pleasure and information. The youngest children recognise initial sounds, such as the 'a' in animal or alligator. As they move through the year groups, they develop increasing fluency, accuracy and understanding in their reading. They use a range of methods to help them read unfamiliar words.
18. Standards in writing are rising markedly. This is the result of several actions taken by the school following an analysis of the pupils' work identifying this as an area for improvement and subsequent action to raise standards. As a result, all pupils understand their individual targets and can discuss readily how well they are achieving them. The pupils' work shows, for example, where they have chosen descriptive words for effect. Evidence of work from the previous year provided a

good example of how one pupil's handwriting had been transformed over the school year, as a result of working towards his target. At Key Stage 2, the pupils use paragraphs well to structure their writing, and carefully choose their words for expression and effect. For example, a pupil in Year 4 described lightning as, 'being like the sky's veins'. Although the improvements in writing are very apparent, the staff are not complacent, and their efforts to enhance the teaching and learning of writing are continuing.

19. The benefits of the numeracy hour are seen in the pupils' above average achievement. In Year 2, they have a good understanding of measures, for instance, when using centimetres and metres. They also speak confidently about the properties of two-dimensional shapes such as a hexagon. By Year 6, the pupils calculate accurately using equivalent fractions and decimal numbers and understand different methods of determining area.
20. The pupils cover a wide range of topics in science. They show good understanding of how to make sure that an experiment is a fair test. For instance, the pupils in Year 6 described how they needed to keep the quantities, process and time the same when carrying out investigations to discover the conditions under which food decays. Younger pupils predict fairly accurately if different materials will be transparent, translucent or opaque when exposed to light.
21. Evidence from the observation of other subjects indicates that the pupils' are exceeding expectations. In design and technology, they achieved well in designing, sequencing the making process, drawing and labelling a cam mechanism. Young pupils in a geography lesson had good knowledge of animals that inhabit rainforests. The pupils in Years 5 and 6 sang tunefully, maintaining their parts well during a three-part round. In a Year 3 and 4 art lesson, the pupils showed above average skills in mixing and applying watercolours. The pupils in Year 2 accurately sequenced pictures of events concerned with the Great Fire of London.
22. This good achievement is a direct result of the rich and stimulating curriculum, and the consistently good teaching that the school provides. This is underpinned by the expectations held by all of the staff, that all pupils should be enabled to achieve their best.

The pupils' very good behaviour and attitudes to learning help them to achieve very well

23. The pupils' enthusiasm for learning is immediately apparent during lessons. It is clear that they enjoy being at school and expect to find learning interesting. Conversations with them show that they find it difficult to choose a favourite subject. A comment by one pupil encapsulates the opinion expressed by many: '*We do lots of interesting things*'.
24. These positive attitudes significantly assist the pupils' learning. For instance, in an art lesson, the pupils in Year 3 and 4 listened intently to their teacher's explanations of techniques of colour mixing and, as a result, improved their skills considerably. Similarly, young pupils were keen to express their ideas about rainforests. They showed confidence in speaking in front of their class, a confidence whose development was apparent throughout the school.
25. The pupils take pride in the presentation of their work and are keen to explain what they are doing. They get on with their tasks even when not directly supervised by an adult. The pupils in a Year 5 and 6 mathematics lesson, for example, focused

very purposefully on the task they had been asked to carry out. They co-operated well, taking turns and listening politely to each other's answers.

26. The pupils' behaviour is very good. They work and play together harmoniously and the air of calm that this produces contributes significantly to the very positive ethos in the school. They are polite to each other and to visitors. The pupils understand and appreciate the school's systems for rewards and sanctions. They know what the teachers expect of them and what they should do if they are either upset or hurt by another child. They show high levels of care for one another in class and on the playground. When asked about matters of trust in assembly, they offered ideas that showed thoughtfulness. The pupils take on responsibilities conscientiously, such as managing the sound system during collective worship. They use their initiative well, for example, in getting out resources they need. This was illustrated in a Year 3 and 4 lesson when pupils used the class's bank of words to help them when writing stories.
27. The pupils' relationships with each other and with adults are very good. A mutual respect is evident. All the adults in the school set a very good example and present themselves as positive role models. This boosts the pupils' confidence and reinforces their expectations that they will do well. They know that they will have a wide range of things to do and that the teachers will help them when they find things difficult. One pupil summed up the opinion expressed by many when she said, *'The teachers are kind to us and always help us to learn.'*
28. The positive attitudes and very good behaviour shown by all the pupils help them to derive maximum benefit from everything that the school provides.

The curriculum is very broad and well balanced, and is made particularly relevant to the needs of different pupils

29. The curriculum covers a wide range of interesting experiences, whilst maintaining a clear focus on teaching basic skills. The school has implemented the national strategies for literacy and numeracy very effectively and its success is indicated by the progress seen in the pupils' work. The curriculum has also been successfully revised, in order to take account of the latest national guidance, both for the Foundation Stage and for the National Curriculum. It provides a good balance in the time allocation between subjects. There are particular strengths in the school's provision for art and music, which is shown both through the work produced in school, and also through links with other schools and the community. The teachers organise the curriculum to make best use of their subject expertise, sometimes teaching each other's classes, as in music, for example.
30. The curriculum is greatly enriched by the wide range of activities the pupils can attend after school. They appreciate this provision and speak particularly enthusiastically about the netball and drama clubs. Activities that involve the community, such as joint musical productions, contacts with the church, and visitors to the school, all add richness to the curriculum. The pupils recall many experiences within school time that have been memorable for them, such as environmental study in the local area and work with an African musician and dancer.
31. The school is successful in making its whole curriculum accessible to all the pupils and the teachers are mindful of this in their planning. The provision for the higher attaining pupils is intellectually challenging and enables them to make good

progress. The school has links with a local secondary school and occasionally organises special classes, to enable these pupils to develop their special talents.

32. The provision for pupils with special educational needs is a strength of the school. Both the speed and the quality of intervention for these pupils mean that their needs are identified early, and appropriate support is provided. Their progress in English and mathematics is tracked closely by the headteacher. Testing and frequent assessment by the teachers means that the pupils' needs are considered regularly, with support being adjusted accordingly. This flexibility is a particular strength of the provision. For example, pupils whose progress in reading falls behind what is expected are given extra tuition for a term. This is part of the school's 'Better Reading Project', which makes very good use of parent helpers in school, who themselves receive training in teaching reading. The involvement of support assistants, to provide both in-class support and to withdraw small groups for special activities, is another very successful aspect of the curricular provision.
33. The special needs co-ordinator keeps accurate and up-to-date records of each pupils' progress. The individual education plans for these pupils have clearly defined targets for improvement. Parents are well informed and invited to comment on their child's progress. Careful consideration is given to moving pupils between the different stages of the code of practice. There is very good rapport with the various support agencies. Regular discussion between the special needs co-ordinator and the governor with responsibility for special needs means that the governing body is kept appropriately informed.
34. The stimulating curriculum and the attention that is given to making it accessible to all pupils are major factors in fostering positive attitudes to learning and raising achievement.

WHAT COULD BE IMPROVED

35. There are no specific issues for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. Through its effective school development planning process, the school has identified and is already addressing areas that need improvement. It should continue to implement its current plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		4	14				
Percentage		22	78				

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		82
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		18

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	9
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	14	14
Percentage of pupils at NC level 2 or above	School	93 (77)	88(76)	88 (84)
	National	(83)	(84)	(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	14
Percentage of pupils at NC level 2 or above	School	93 (77)	93 (77)	88 (85)
	National	(84)	(88)	(88)

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

National averages are not yet available for the 2001 results.

Separate results for boys and girls are not published when there are 10 or fewer pupils in a gender group.

Results are not published for Key Stage 2 because there were only eight pupils in the year group.

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	80
Mixed race	2

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)	4.4
Number of pupils per qualified teacher	19
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	60

Financial information

Financial year	2000/01
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	£
Total income	199724
Total expenditure	230898
Expenditure per pupil	2685
Balance brought forward from previous year	44490
Balance carried forward to next year	13316

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

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

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	29 (33.7%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	55	34	7	0	3
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	62	34	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	62	38	0	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	69	24	7	0	0

Other issues raised by parents

The school has a good reputation and its intake is increasing.

Some large classes have large numbers of pupils.

Events such as Christmas performances and the recent meeting for parents about mathematics are greatly appreciated.

