

INSPECTION REPORT

WESTON HILLS C of E SCHOOL

Weston Hills

LEA area: Lincolnshire

Unique reference number: 120554

Headteacher: Mrs C Turnell

Reporting inspector: Fran Gillam
21498

Dates of inspection: 12th – 13th February 2002

Inspection number: 194618

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Broadgate Weston Hills Spalding
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Alison Gregory
Date of previous inspection:	28 th April – 1 st May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weston Hills is a Church of England voluntary controlled primary school. The school is smaller than other primary schools nationally. It is in the village of Weston Hills not far from the market town of Spalding. The number on roll has risen and there are now 89 pupils on roll; 48 are boys and 41 are girls. There are eight children in the Foundation Stage¹ and they are taught with the Year 1 pupils. There are four classes and all the classes include two year groups. Almost all pupils come from the village of Weston Hills. The pattern of children's attainment when they start school is below that expected for their age. Very few pupils take up their entitlement to free school meals (one per cent), which is very low. There are 24 per cent of pupils on the special educational needs' register, which is broadly average, and three pupils have statements of special educational needs, which is five per cent and above average. Almost all pupils come from a white British background; there are six pupils from ethnic backgrounds and one is at the early stages of learning and communicating in English. The school has Beacon Status, supporting and working with schools locally and further afield. Since the last inspection, four of the teaching staff have moved onto promotion in other schools.

HOW GOOD THE SCHOOL IS

Weston Hills primary is a very good school because by Year 6 standards are very high in English, well above average in mathematics and above average in science. Pupils enjoy their lessons and do well; the oldest pupils in Years 5 and 6 make very good progress because teaching challenges and inspires them. Parents have every confidence that their children will do well; they appreciate the care and support their children are given. The headteacher motivates both staff and governors and there is a strong sense of teamwork. The school identifies targets for improvement extremely well; importantly the headteacher and governors take quick and effective action to bring about improvements. The school provides very good value for money.

What the school does well

- Pupils' achievement in English and mathematics is good; it is very good in the oldest class because of the very good teaching.
- By Year 6, pupils use their speaking and listening, reading and writing skills extremely well in other subjects.
- Pupils enjoy school very much; they work very hard and get on very well with each other because the staff set very good examples for them to follow and encourage them to work and play together effectively.
- The headteacher and governors work together extremely well to maintain and build upon the school's successes.
- The way that the school checks how well pupils are doing is impressive; this is used extremely well to support and guide pupils.

What could be improved

- There are no areas identified for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in April 1997 the school has made very good improvement. Standards have improved in English and science and they have been maintained in mathematics against an improving national picture. At the time of the last inspection, much of the school's work was judged very good and excellent. It is no mean feat improving on excellence, but the school has continued to work extremely hard. All the areas identified as good, very good and excellent at the time of the last inspection are just as good or better. Achievement in the juniors is now very good because of how effectively pupils use the skills learned in English, mathematics and information and communication technology (ICT) to help their work in other subjects. In addition, the gap between boys' and girls' performance has narrowed. Whilst the accommodation for physical education is still limited, the school has increased the use of outside facilities and agencies to support pupils' learning. More

¹ Foundation Stage – the stage of learning from the age of three years up until the end of the Reception Year when pupils move into Year 1.

space has been made for the housing of resources, the library, a computer area and a larger staff room. The school has had Beacon Status for four years and this is a testament to its success. At the time of the last inspection, staff training was a positive feature; it is now extremely good. The speed with which the school achieved Investors in People and the range of training to date, and that planned for in the school development plan, reflect the emphasis that is placed upon developing the personal and professional needs of the staff.

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
	1999	2000	2001	2001
English	A	A	A*	A*
Mathematics	B	A	A	B
Science	A	C	B	C

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

Each year there are a small number of pupils who take the tests and so the comparative data needs treating with caution. Whilst the trend in standards over time is broadly the same as in other schools, standards improved in English and science in 2001 and were maintained in mathematics. In English standards were in the top five per cent of all schools nationally and when compared with similar schools. Although standards do not look as good in science it is worth noting that three pupils missed attaining the higher than expected level for their age by only one mark. Importantly, Weston Hill's standards in mathematics compare favourably with schools of a similar background; standards are as well as expected in science. During their time in the school, pupils do well. Pupils make the most rapid progress in the juniors, and already, half way through the school year, standards in literacy are very high and in numeracy well above average in Year 6. In particular, pupils use their reading and writing skills very well to support their work in other subjects. By Year 6, pupils have a very good grasp of mathematical facts. In science, standards are above average for this time in the year. Pupils organise themselves effectively and carry out scientific investigations well. Pupils of different abilities do well as do those with English as an additional language. Pupils with special educational needs and those of lower attainment have well focused support that helps them to achieve very well. Although there is still some variation in the standards boys and girls attain, the gap is narrowing and this reflects the positive action the school is taking. The school's targets for the national tests are realistic, challenging and based upon what is known about the pupils. By Year 2 standards were below average in reading and average in writing and mathematics in the tests in 2001. The present Year 2 has only ten pupils and so comparing standards with previous years is not reliable because each pupil represents ten per cent of the year group. The work in the pupils' books show they are doing well based upon their lower than expected starting point when they started school and standards are average in writing and mathematics. In reading, standards are moving much closer to those expected by Year 2 because lower attaining pupils are developing greater confidence in tackling unfamiliar words. Children in the Foundation Stage have settled quickly into school and are doing well in developing their literacy and numeracy skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils like school very much; they listen well in lessons and eagerly get on with their work.
Behaviour, in and out of classrooms	Very good – pupils are respectful and very kind to one another; they work and play together effectively.
Personal development and	Very good – the positive relationships ensure a high level of harmony and pupils

relationships	work equally well in pairs and groups.
Attendance	Very good – attendance is well above the national rate and there are no instances of unauthorised absence.

Pupils have a thirst for learning and this shows in the way they concentrate and their eagerness to get on with their work.

TEACHING AND LEARNING

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

Teaching of English and mathematics is good. The children in the Reception Year have a really firm start to learning the early skills of reading, writing and number. This is because teaching places a strong emphasis upon giving children time to repeat and practise skills and they build up, for example, knowledge of letter sounds and numbers quickly. In Years 1 and 2, teaching builds on this firm base and pupils continue to learn at a good rate. Pupils work quickly and produce work of good quality because teachers expect them to do their best. Teachers share information clearly and explain to pupils what they are going to learn. Pupils like this because they can often see how the work links with something that has gone before or the idea of starting new work excites them. The effective links made between different subjects gives real purpose to the pupils' learning and many work hard and put a great deal of effort into their work as a result. These purposeful links provide excellent chances to develop, for example, pupils' English skills further. It is a strong factor in the very high standards the school attains in English and makes most effective use of the time for teaching.

Pupils have a good idea of how well they are doing because teachers' marking sets out points for improvement. Teachers in the oldest class use particularly effective questioning to get pupils to develop their ideas and draw in all pupils in discussions. Teachers plan activities that ensure that pupils of different attainment, boys and girls and those with English as additional language, all do well and get the best from lessons. This includes the help of learning support assistants and the careful use of resources. Pupils behave very well and work very hard because teachers value their efforts. There are effective working relationships between staff and pupils. Teachers provide relevant and challenging homework; it gives pupils the chance to either consolidate or extend the work in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – there is a good range of relevant and exciting activities on offer. The opportunities for pupils to develop their literacy, numeracy and ICT skills are very good.
Provision for pupils with special educational needs	Very good – these pupils have very good support; they make very good progress during their time in the school and are fully involved in lessons.
Provision for pupils with English as an additional language	Very good – teachers' careful and well-focused questioning ensures that pupils with English as an additional language take part in lessons effectively. They quickly learn to communicate in English and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good – there are plenty of opportunities for pupils to work in pairs and groups and these give pupils the chance to develop effective working relationships. Staff set very good examples for the pupils to follow.
How well the school cares for its pupils	Excellent – there are impressive arrangements to track how well all pupils are doing; staff know the pupils extremely well and meet their needs very well.

Staff involve pupils fully in the setting of class and school rules. This leads to the pupils having a very good understanding of the difference between right and wrong.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent – the headteacher motivates the staff extremely well. They have a clear view of how well the school is doing and work together with purpose to continue to build upon the school’s successes.
How well the governors fulfil their responsibilities	Excellent – the governors are fully involved in the life of the school. They fulfil their duties extremely well.
The school's evaluation of its performance	Excellent – the evaluation of teaching and learning is outstanding. It provides a clear view of the strengths and areas for improvement in the school's work.
The strategic use of resources	Excellent – decisions about funding are focused extremely well upon raising standards.

The governors question and challenge the headteacher and staff to ensure that they know how well the school is doing. As a result, comparisons with all schools and those in similar circumstances are made to ensure that Weston Hills is doing as well as possible. Parents’ views are sought and appreciated. Decisions about spending are considered wisely and based clearly upon providing the best for the pupils in the school's care.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school is led and managed. • The way their children are expected to work hard and do their best. • They feel comfortable in approaching the school with any questions or a problem. 	<ul style="list-style-type: none"> • In the return of questionnaires and at the parents’ meeting no items of significant concern were raised.

The team agrees with the positive views of the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievement in English and mathematics is good; it is very good in the oldest class because of the very good teaching.

1. From the start teaching provides children with an effective grounding in the basic skills of talking, reading, writing and number. Children in the Foundation Stage and pupils in Years 1 and 2 have good opportunities to practise and consolidate their understanding, for example, of letter sounds and numbers. This quickens the pace at which pupils take on new learning because these opportunities build confidence and help pupils to tackle new work. For example, during a whole class reading task, pupils asked questions and willingly offered their ideas. Pupils with special educational needs received good help from the learning support assistants. They were encouraged to look at the illustrations and to give words to describe the characters in the story. Pupils' writing develops well because teachers provide good models for pupils to follow. In mathematics, higher attaining pupils are learning how to use strategies such as rounding up to the nearest ten to make the addition of two numbers quicker and easier; they use this well to solve written problems. The teacher uses quick-fire mental questions, increasing in difficulty, to draw in pupils of different attainments as well as both boys and girls. Pupils who have English as an additional language are also fully involved because teachers frame questions carefully and this ensures that their learning is as quick as their classmates.
2. A strong reason why pupils throughout the school answer questions and take part in discussions willingly is the way that their efforts are valued. Pupils respond very well because teachers give well-focused praise; this encourages pupils who are not so sure or accurate in their calculations. By asking further questions or giving useful clues teachers support pupils with special educational needs very well. The steps that pupils with special educational needs and the lower attaining make in their learning are smaller than those of their classmates. However, each step is usually successful because teachers place just the right amount of demand to help them to improve and make good progress. The effective help from learning support assistants during literacy and numeracy lessons ensures that pupils have help when they need it and the opportunity to talk about their work with an adult if the teacher is working with another group of pupils.
3. Teaching focuses very well upon making sure that pupils know what they are to learn and why. Teachers' explanations and instructions are clear, straightforward and often lively. This captures pupils' interest and they are eager to get started on their work. Pupils work at a good pace and their thirst for knowledge means they enjoy a challenge and try hard. This is particularly noticeable in the oldest class. Here teaching is very effective; teachers encourage pupils to think more deeply about what they have read or heard. For example, pupils discussed and considered text of controversial subjects such as mining in the Antarctic and animal rights. Drawing on the work covered in previous lessons and homework, the teacher skilfully reminded pupils of the different ways there are of building an argument for or against a subject. The level of discussion developed a very good understanding of how to make a case and write a balanced argument. Higher attaining pupils used this knowledge very well to analyse different texts, downloaded from the Internet, and to then pick out the most important features. Teaching provided timely support so that the pupils developed their ideas; for example, they considered religious objections to wearing a safety helmet when riding a bicycle.
4. Throughout the school, pupils listen carefully and by Year 6 express themselves clearly; this is a great asset to their learning and supports teaching very well. Teaching in the oldest class makes particularly good use of the pupils' ability to talk about what they are doing to check what pupils know and understand. Teachers take account of this, along with the other checks made when marking pupils' work, to adapt and refine activities to ensure that the higher and average attaining pupils have enough challenge in their work. This also ensures that those pupils who

need extra help with their work do not struggle and meet difficulties. This is clearly the case at the end of the lesson when teachers draw pupils together to discuss what they have learned. A particularly effective example was seen in oldest class when the teachers enquired, "Tell me what you found difficult... Tell me what you found easy...". This quickly identified where problems were arising and gave the opportunity for pupils to share their ways of working. The teacher picked up a great deal of information about the pupils' mathematical skills, knowledge and understanding.

5. The positive aspects of teaching throughout the school and the particularly effective teaching of the older pupils, coupled with the pupils' very good attitudes, are significant factors in the high standards the school attains.

By Year 6, pupils use their speaking and listening, reading and writing skills extremely well in other subjects.

6. Throughout the school, teachers take every opportunity to develop pupils' speaking, reading and writing skills in other subjects. By the time pupils are in Year 6, they have the confidence to discuss issues sensibly, to read with accuracy and with good understanding, and to write with a clear purpose in mind, taking careful account of the reader.

7. The seeds are sown in the younger classes. Teachers encourage pupils to talk and to put forward their ideas. This starts in the Reception Year and builds on the children's natural curiosity well. Throughout Years 1 and 2 this continues and pupils will discuss what they are doing clearly and offer their ideas willingly. By now they fully understand the need to listen carefully and to take others' points of view into account. In Years 3 and 4, pupils continue to discuss issues openly and take note of what others have to say. They show they listen well because of the suitable responses they make to questions. For example, pupils in Years 4 and 5 discussed clearly the messages given in a book called 'Fair's fair' and were able to relate it to the important features of a good friend as part of a lesson to develop personal and social awareness. By Years 5 and 6, pupils confidently talk about their scientific findings using the correct terms showing the need to adapt their talk to suit the situation. Their contributions are relevant and they take turns well. Similarly, in a literacy lesson, pupils were eager to answer. Skilful questioning by the teacher brought in boys and girls, pupils of different attainments and those with English as an additional language. Once the pupils began to make connections between their previous work and what they were to do in the lesson, the session became an open discussion. Pupils did extremely well to take turns, share opinions, express their own views and listen to the opinions of others. Learning was rapid; for example, pupils recognised that when they expressed their personal view they had to have one to counter it when discussing a balanced argument. The relevance of the activity to what had been learned before contributed to the success of the lessons significantly. Using pupils' homework as a basis for the lesson gave purpose to its importance and allowed pupils to see the links between their work on persuasive arguments and that of balanced arguments. The subject for the pupils' work, for example, for or against:

- homework,
- school uniform,
- pets in school,
- all school children should be taught how to ride a bicycle safely and wear a safety helmet,

led onto work in developing pupils' personal, social and health awareness for presentations to the whole class – using pupils' speaking skills well to develop their ideas in another subject. Further opportunities include interviewing parents as part of their work in history and then using the data in ICT and mathematics to check the outcomes of their surveys.

8. Pupils have many chances to read both fiction and information books to develop their knowledge and understanding in other subjects. For example, in geography in Years 2 and 3, pupils use a story about Katy Morag as a stimulus for comparing where they live with the Isle of

Struay. Further work using information books allows the pupils to develop their skills in finding information quickly using the contents page and index. Pupils understand how headings and sub-headings can lead you to parts in the text more efficiently. This not only enables pupils to learn more about the features of different places but also to use their reading skills in purposeful ways.

9. Teachers use ICT effectively to develop pupils' reading skills; for example, pupils access the Internet to gather and read information. In science, pupils in Year 5 and Year 6 researched information about the planets for their work on forces. The pupils gathered details about the size of planets and the gravity of each. By the end of the lesson they were able to present the key points about each planet but importantly had learned that the gravitational pull was related to the size of the planet. In a literacy lesson, pupils read leaflets and brochures about safety to develop their argument for and against wearing safety helmets, as well as downloading information from the Internet. Reading has a high profile in much of the pupils' work. The many links made with other subjects reinforce pupils' skills of reading for understanding and in tackling unfamiliar text confidently. The good progress made in the Reception Year to Year 2 and the more rapid progress in Year 3 to Year 6 reflects the pupils' growing confidence in reading. Pupils recognise the value of reading and by Year 6 this shows in the very high standards the school attains.
10. There are many relevant and effective uses of writing to develop pupils' skills, knowledge and understanding, not only in English but also in other subjects of the curriculum. Pupils really begin to develop their writing in other subjects in Year 2 as they become more adept at using the skills they learn in literacy lessons. The teacher provides good opportunities for pupils to practise their writing skills. For example, in religious education, pupils make notes and use charts and tables to compare different ways in which people worship God.
11. By Year 6, the higher attaining and average attaining pupils transfer the same high level of accuracy in spelling, punctuation and structure, found in literacy, to their writing across other subjects. Lower attaining and pupils with special educational needs also do very well. Whilst they tend to make more errors in spelling and the writing does not have as many lively words as that of the higher attaining and average attaining pupils, the structure of their writing is good. They use paragraphs, speech marks and commas within their writing with increasing accuracy. The way they express their thoughts and ideas in writing is often clear and organised well.
12. In geography, higher attaining pupils write about a local issue, using argument and persuasion effectively. Researching information and writing a journalist's report of world news such as the unrest in the Philippines and Afghanistan not only develops pupils' writing but allows them to consider the plight of others less fortunate than themselves. Teaching uses effective ways to encourage pupils to use short, punchy sentences to grab the reader's attention when writing leaflets and suspense stories. Often teachers use useful prompts to help pupils, reminding them, for example, of the key points to express when writing for different reasons.
13. In art, pupils respond to the work of Claude Monet and answer questions such as, "Why do you think the artist selected that particular viewpoint?" Their thoughtful answers include: "Because it was a cloudy sky and in contrast to a beautiful, colourful countryside... the different shades of blue and green... so he could show the glorious colours made by sunlight." Pupils' use of imaginative and descriptive words develops very well by Year 6 because of the emphasis that teachers place upon teaching new vocabulary. Pupils write from the viewpoint of others; they empathise and set the scene really well. For example, a boy who has given up hope thinks about the happy things in his short life, "I'll die. I've seen beauty and laughter, music, kind people, Maria, a tree smothered in pink blossom...." Teachers often use the work of famous writers to motivate pupils. Once again effective links with ICT give pupils, this time, the chance to communicate with a writer. They use email to correspond; one pupil wrote, "I really enjoyed your book Simone's Diary, to be honest I couldn't stop reading it!" The correct use of punctuation and structure is evident in these communications as in other aspects of the pupils' work.

14. In religious education, pupils organise their work into paragraphs, punctuate correctly and retell parables in a modern setting. They study the different types of writing such as rules, proverbs, poetry, psalms and stories.
15. The meaningful and purposeful ways that teachers link work from one subject to another provide pupils with excellent chances to develop their English skills further. It is a strong factor in the very high standards the school attains in English and makes most effective use of the time for teaching.

Pupils enjoy school very much; they work very hard and get on very well with each other because the staff set very good examples for them to follow and encourage them to work and play together effectively.

16. Pupils enjoy school very much because they find it exciting, a place where they can share their ideas and where they feel valued and happy. The children in the Reception Year work happily and talk clearly about what they are doing and what they like best. They work well with each other, sharing equipment and taking turns sensibly. Staff encourage the children's natural inquisitiveness by planning activities that appeal to them and engaging them in conversation. Because of this both boys and girls get involved in what they are doing and concentrate well. This develops good working habits. Children develop good manners because the staff remind them to say please and thank you; they know how to behave properly and have consideration for others. This allows activities to run smoothly and speeds the children's learning.
17. Throughout the rest of the school, pupils build effectively upon these positive aspects of learning and their very good behaviour. Pupils in Year 1 and 2 listen very well because teachers explain clearly what they expect. This helps the pupils to tackle activities confidently and settle quickly to their work. Throughout the school, both boys and girls offer their ideas willingly because the very good relationships with teachers means they know their efforts will be valued. Older pupils co-operate very well. In literacy and numeracy, the organisation of pupils encourages effective working partnerships. Higher attaining pupils are sometimes paired with a lower attaining pupil or a pupil with special educational needs to help them develop their ideas, for example, to discuss controversial issues such as animal rights. The pupils bounced ideas off each other and the higher attaining pupil recorded their thoughts to share in the whole-class discussion. This is effective in involving pupils of differing attainment but also encourages pupils to recognise how they can help and support others. In group work, pupils work effectively, share ideas and respect the views of others; this was very apparent in science lessons. In Year 5 and Year 6, pupils followed instructions very well, their level of talk was very good and they confidently discussed what they were doing.
18. Teachers ensure that activities appeal to both boys and girls, and because of this they are eager to take part in lessons. Pupils with English as additional language are also eager to learn and take part in lessons. This is because teachers pose questions that they understand and give well-focused praise for their efforts. The way that staff relate to pupils of different attainments, boys and girls and pupils from different ethnic backgrounds, provides a very good example for the pupils to follow. This contributes to the high level of harmony both in the classrooms and around school.
19. Pupils' involvement in identifying what is considered acceptable and unacceptable behaviour provides a very good basis for their behaviour and the way they treat others. Teachers ensure that pupils are taught the difference between right and wrong. Pupils enjoy receiving stickers and certificates for good behaviour and hard work. Many behave well because they realise that it is the right thing to do. Out on the playground play is boisterous but the very good relationships between pupils ensures that it remains friendly and fun. Pupils willingly play together and older pupils make a good job of looking out for those younger than themselves. Pupils are fully aware of the impact of their actions on others because any incidents are fully discussed and pupils feel that they are treated fairly.

20. The pupils' thirst for knowledge and the way they concentrate and work hard make lessons run smoothly, aid learning and contribute well to the high standards the school attains.

The headteacher and governors work together extremely well to maintain and build upon the school's successes.

21. The headteacher motivates and inspires the staff and governors and there is a strong feeling of teamwork within the school. She leads by example in the way she manages the subjects she is responsible for and in the high quality of her teaching.

22. The school does a very good job of building on the pupils' achievements. The analysis of the test results taken by pupils at the end of Year 2 and Year 6 and of testing in other year groups is outstanding. The headteacher and governors check how well the school compares to all schools and those of a similar background, and use this information extremely well to assess how successful the school is in raising standards. Any areas that look stronger or weaker by comparison are rigorously checked against what is taught, to identify what is working well and not so well. This gives clear pointers to what it is in English, mathematics and science that might need improving. For example, following the analysis of the questions pupils answered in the tests in 2001, the staff placed a greater emphasis upon:

- in science, looking at the different ways scientific evidence is recorded and discussing what the results are suggesting;
- in mathematics, extending the work about the properties of different shapes into problem-solving situations.

Because staff regularly check how well pupils are doing, the school is able to tell if things have gone as well as expected, better than expected, or worse. The careful analysis of test results and the regular evaluations that are carried out are accurate and, more importantly, the headteacher and governors make very effective use of the information to direct support and resources for individuals and groups of pupils and teaching. This shows in the investment made in appointing learning support assistants to help in the literacy and numeracy sessions. This is proving successful with the improved standards in English by Year 6.

23. Even though the school's results in the tests in 2001 showed that overall they did very well compared to schools of a similar background and to all schools nationally, the headteacher, staff and governors are not complacent. They know that over time boys tend to not do as well as girls in the tests by Year 2. This relates to the relatively lower attainment of boys when they first start school. The school has actively sought ways to redress the imbalance and these have included:

- undertaking reading surveys to identify the types of texts boys enjoy and where there were gaps in the school's reading supply; this is carried out every two years;
- developing a 'Partners in reading scheme', which provides pupils with additional support and gives time for pupils to:
 - develop better skills in predicting what they think might happen in the story;
 - develop ways of drawing better meaning from the text;
 - develop better skills in tackling unfamiliar words;
- setting up a regular programme of visiting poets, writers and storytellers. Some of this work has not only helped pupils' knowledge and understanding in English but also pupils have emailed writers; successfully using their ICT skills as well;
- developing different ways of organising the teaching groups; for example last year the pupils in Year 6 were taught in rows because the level of concentration and work rate increased as opposed to working at grouped tables;
- developing ways for pupils to evaluate their own work and then plan opportunities for them to revisit areas where they feel they need consolidation;
- ensuring that the purpose chosen for writing appeals to both boys and girls.

This is a clear example of the school taking effective action to raise standards and it reflects in the narrowing gap between boys' and girls' performance by Year 6.

24. The headteacher draws together the information about pupils' achievements and the standards that the school attains extremely well. This is clearly explained to the governors so that they know exactly the areas to concentrate upon to raise standards further. The governors have an excellent understanding of what the school does and how well it is doing. They have a regular programme of review that fits into the school's overall arrangements to monitor and evaluate teaching and learning. Subject co-ordinators carefully check teachers' planning and have a clear idea of what pupils in each class will learn. The subsequent checking of pupils' work indicates how successful the plans have been and importantly whether the pupils have learned enough. Observation of teaching is regular and carried out by the staff and governors. This leads to good practice being shared and support focused upon areas where staff need extra help. The analysis of how well pupils are learning and the effectiveness of teaching identify the developments in the school improvement plan; they ensure that funds are spent wisely and the resources to help pupils learn are well matched to their needs. This supports teaching and learning extremely well but importantly gives help in subjects or year groups that appear weaker in comparison to the high standards by Year 6.

The way that the school checks how well pupils are doing is impressive; this is used extremely well to support and guide pupils.

25. Central to the school's aim is to help children to develop lively and enquiring minds by giving them the ability to realise their full potential. The ways in which the school monitors and evaluates how well pupils are doing, both in their schoolwork and in their personal development, ensure that all pupils' needs are met effectively. Parents support this; they are regularly informed about how well their children are doing and what else they can do to help their children to improve further. Parents whose children have special educational needs also endorse this; they are fully involved in setting targets for their children to work towards. They regularly meet with the special educational needs co-ordinator, and explain how teaching staff have given freely of their time to discuss the work that needs to be covered. The special educational needs co-ordinator keeps extensive records of how well pupils are doing. Learning support assistants are fully involved in this process and each week give a summary of how well the pupils in their care are doing and where there is need for improvement. The parents very much appreciate how the school involves them in their children's learning.

26. The arrangements for checking how well pupils are doing are outstanding. There is a range of ways by which the school keeps track of pupils' achievements and sets targets for improvement. These include:

- comparing the children's attainment when they first start school, sharing this information with parents and setting targets for improvement;
- analysing the end of Reception Year assessments with those the children attained on entry. Forecasting the likely results in the tests at the end of Year 2 and providing extra help for individuals or groups;
- analysing their individual test scores by Year 2 and Year 6 to identify any common strengths and weaknesses and adapting the teaching programme or curriculum to bring about improvements;
- analysing other regular checks at the end of each year as well as pupils' reading skills;
- analysing pupils' work to identify that enough progress is being made over time.

Teachers use all these indicators to build a picture of the strengths in pupils' knowledge, skills and understanding and where they need to focus more attention. They do not waste time re-assessing what it is that pupils can or cannot do when they move into a new class and so pupils make a flying start to their learning. Each curriculum co-ordinator has an overview of how well pupils are doing in their subjects and this means that they can accurately focus support for colleagues and resources to aid learning. The headteacher keeps an overview and checks that pupils are on course to meet the standards that are forecast. Her knowledge of individual pupils is impressive.

27. From Year 1 to Year 6 teaching identifies targets for the pupils to achieve. These are shared with the pupils and their parents and the targets concentrate upon the areas where pupils need to improve. This sets out clearly; not only for pupils but also for the learning support assistants, what will be learnt over the course of a term. Regular checking ensures that these targets are current and change in line with pupils' successes. Older pupils, in particular, indicated how they welcome this direction because it allows them to know what they need to do to improve further and helps them to try hard. The pupils also take part in this evaluation. They have 'learning diaries' in which they highlight work they have found difficult and the staff give extra support and time to allow the pupils to revisit units of work to consolidate their knowledge and understanding.
28. Staff know the pupils well and they quickly develop effective working relationships with the pupils. They gain the pupils' respect because they are fair and open with them. Pupils are happy in their work and play because they feel safe and secure and know that adults who work in the school care for them and want them to do well.

WHAT COULD BE IMPROVED

There are no points for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no points for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

9

Number of discussions with staff, governors, other adults and pupils

4

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	1	3	3	0	0	0
Percentage	12	12	38	38	0	0	0

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 11 percentage points.

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)	89
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	21

English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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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	2

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 [100]	100 [100]	100 [92]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 [100]	100 [92]	100 [92]
	National	84 [84]	89 [88]	89 [88]

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 [88]	93 [88]	100 [88]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 [88]	93 [88]	100 [88]
	National	72 [70]	74 [72]	82 [79]

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

* Because fewer than ten boys and fewer than ten girls took the tests in 2001 the numbers at each level are omitted from the tables in line with the governors reporting arrangements to parents.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	84
Any other minority ethnic group	1

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
Number of pupils per qualified teacher	17.8:1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	99

Financial information

Financial year	2000/01
	£
Total income	230540
Total expenditure	227070
Expenditure per pupil	2391
Balance brought forward from previous year	33820
Balance carried forward to next year	37290*

* This larger than recommended carry forward has monies earmarked for building improvements.

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	3	0	0
My child is making good progress in school.	56	42	0	0	3
Behaviour in the school is good.	51	41	0	0	8
My child gets the right amount of work to do at home.	38	49	8	0	5
The teaching is good.	54	43	0	0	3
I am kept well informed about how my child is getting on.	51	43	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	54	46	0	0	0
The school works closely with parents.	65	32	0	0	3
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	35	49	11	0	5