

# INSPECTION REPORT

**Ellison Boulters Church of England**

**Primary School**

Scothern, Lincoln

LEA area: Lincolnshire

Unique reference number: 120595

Headteacher: Mrs J Cossins

Reporting inspector: Mrs Marina Gough  
22361

Dates of inspection: 30th April - 2nd May 2001

Inspection number: 194620

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 controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sudbrooke Road Scothern Lincolnshire
Postcode:	LN2 2UZ
Telephone number:	01673 862392
Fax number:	01673 861112
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Atkin
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Marina Gough 22361	Registered inspector
Mrs Meg Hackney 15181	Lay inspector
Mr Neville Sherman 16493	Team inspector

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

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

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>32</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>32</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>33</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school caters for two hundred and fifty six pupils between the ages of four and eleven. Almost all pupils are of white ethnicity, and no pupil has English as an additional language. No pupil is eligible for free school meals. This is well below the national average. Twenty five pupils have special educational needs, three of whom have statements. The percentage of pupils who have special educational needs is 10% and is well below the national average. The school, which was awarded Beacon Status in 1998, is very popular in the local area and is over-subscribed. Pupils' attainment on entry to the school is above average.

### **HOW GOOD THE SCHOOL IS**

This is an excellent school that has many areas of strength and no significant weaknesses in any aspect of its work. Pupils' attainment in English, mathematics and science is well above the national average at the end of both key stages, and pupils make very good progress as they move through the school. Teaching is of a very good standard, and this has a very positive impact on pupils' learning. Pupils have excellent attitudes to work, and are enthusiastic and keen to do their best. The headteacher provides excellent leadership, and she enjoys the full support of the staff and Governing Body. There is no sense of complacency in the school, and the headteacher and Governing Body constantly seek ways of improving the quality of education the school provides. The school gives very good value for money.

#### **What the school does well**

- Pupils' attainment in English, mathematics and science is well above the national average at the end of both key stages. Pupils have very good skills of numeracy and literacy which help them with their work in other subjects.
- The quality of teaching and learning is very good, enabling pupils of all ages and abilities to achieve their full potential.
- Pupils have excellent attitudes to work, and their behaviour is excellent. Their tremendous enthusiasm for learning has a significant and positive impact on their progress and attainment.
- Teachers make very effective use of tests in Key Stage 2. They use assessment information very well to track pupils' progress, to set targets for improvement, and to target additional support.
- The leadership and management of the school by the headteacher are excellent. The school's rigorous programme of monitoring and evaluation is crucial in ensuring that high standards are achieved and maintained in all aspects of the school's work.

#### **What could be improved**

- There are no significant weaknesses in any aspect of the school's work and therefore no areas for improvement.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected four years ago, and received an extremely favourable report. It had no significant areas of weakness, and has fully addressed the three minor areas for improvement identified at the time of the last inspection. Good progress has been made over the last four years, despite a lengthy period when the school was without a permanent headteacher. The school was awarded 'Beacon Status' soon after its last inspection, largely

in recognition of its very strong leadership and management. Although the current headteacher was not in post at that time, she provides excellent leadership, and has worked hard, with the staff and Governing Body, to ensure that the 'Beacon Status' is maintained. Since the last inspection, the school has implemented a rigorous programme for the monitoring of teaching and learning, and this has been effective in improving the overall quality of education the school provides. Standards at the end of Key Stage 1 in English, mathematics and science are higher than they were at the time of the last inspection, and the school has successfully maintained high standards in these subjects at the end of Key Stage 2. The use of information and communication technology across the curriculum is an ongoing area of development, and good progress has been made in setting up new computers, and in purchasing software to support pupils' learning. The building has been improved with the addition of a new suite of classrooms which are occupied by the Foundation Stage pupils and some Key Stage 1 pupils. The commitment and energy of the staff, headteacher and Governing Body, together with effective self-evaluation procedures, ensure that the school is very well placed for future development.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
Mathematics	A	A	A	A
Science	A*	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that pupils' attainment at the end of Key Stage 2, on the basis of the end of key stage National Curriculum test results, has been consistently well above the national average in English, mathematics and science for the past three years. The school sets appropriate targets for pupils at the end of Key Stage 2, which are challenging but achievable, and does its best to ensure that all pupils achieve the standards of which they are capable. In comparison with similar schools, the pupils' performance is well above average. The end of Key Stage 1 National Curriculum test results for 2000 show that pupils' attainment is very high in reading, writing, and mathematics, placing the school in the top five per cent of schools nationally. In comparison with similar schools, the Key Stage 1 test results are very high. Standards have been consistently well above the national average for the past three years.

The slight discrepancy between the results in Key Stage 1, which are very high on the basis of the test results, and the results in Key Stage 2 which are well above average, does not represent any kind of deterioration in standards between Key Stage 1 and Key Stage 2. The tests do not measure pupils' ability to investigate, and to use and apply their knowledge and understanding, and these are outstanding features of pupils' learning in mathematics and science in Key Stage 2. Furthermore, there are higher levels of pupil mobility in Key Stage 2 than in Key Stage 1, and this means that the cohorts of pupils at the end of Key Stage 2 are not the same as those tested at the end of Key Stage 1.

The inspection findings indicate that standards in English, mathematics and science are well above the national average at the end of both key stages. Pupils have very good skills of numeracy and literacy which they use to very good effect to support their work across the curriculum.

By the time they start Year 1, the vast majority of pupils attain beyond the Early Learning Goals in each of the six areas of learning.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Excellent. Pupils of all ages have a real thirst for learning, and have very positive attitudes to school and to work. They always try to give of their best.
Behaviour, in and out of classrooms	Excellent. Without exception, pupils are polite, kind and helpful. In class, they work very well together and demonstrate very high levels of self-discipline.
Personal development and relationships	Excellent. Relationships amongst pupils are excellent, and have a very positive impact on their learning and on the quality of life in the school. Pupils have very good independent learning skills, and tackle new learning with high levels of enthusiasm and confidence.
Attendance	Excellent. Very high in relation to the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
18 lessons seen overall	very good	very good	very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the inspection, the quality of teaching was excellent in 11% of lessons seen, very good in 39% of lessons, good in 44% of lessons and satisfactory in 6% of lessons. Overall, the quality of teaching and learning is very good throughout the school. The teaching of English and mathematics is very good, and basic skills of literacy and numeracy are well taught in lessons, and very successfully promoted in other curriculum areas. Teachers are, without exception, enthusiastic in their approach, and this serves to motivate the pupils, who greatly enjoy their learning. A particular strength of teaching throughout the school is the focus teachers place on investigative work. Open-ended tasks provide excellent opportunities for pupils to solve problems, find things out for themselves, and to develop independent learning skills. Pupils of all ages and abilities respond well to their teachers' high expectations of academic achievement and produce very good amounts of neatly presented, high quality work.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and well balanced curriculum for pupils of all ages, which successfully promotes their academic, physical, creative and personal development. The provision for pupils in the Foundation Stage is very good. The school offers a good range of extra-curricular activities which are popular and well attended.
Provision for pupils with special educational needs	Excellent. The school makes excellent provision for the pupils who have special educational needs, and this enables them to make very good progress and to achieve their full potential.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils' personal development is very successfully promoted through lessons, and through incidental opportunities that arise during the course of the day. The school promotes very positive values and attitudes.
How well the school cares for its pupils	Very Good. The well-being, health and safety of the pupils are the shared concern of the staff and Governing Body, and pupils are very well cared for.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has an excellent overview of the work of the school. She has a very clear vision for the school's continued development which is shared by the staff and governors.
How well the governors fulfil their responsibilities	Very good. The Governing Body plays a crucial role in the management of the school and is very well informed, knowledgeable and supportive. Statutory requirements are fully met.
The school's evaluation of its performance	Excellent. The headteacher and Governing Body have an excellent appreciation of the school's strengths and weaknesses through a well established programme of monitoring and evaluation. Excellent use is made of the results of standardised tests to measure the extent of pupils' progress and to ensure that high standards are maintained.
The strategic use of resources	Very good. The school makes very good use of its resources, and achieves best value for money in terms of its expenditure. The school gives very good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents agree that their children like coming to school.</li> <li>• The vast majority of parents are pleased with the progress their children make.</li> <li>• Parents are pleased with the standard of behaviour in the school and the way in which the school celebrates and encourages good behaviour.</li> <li>• Most parents state that the quality of teaching is good and appreciate the regular contact they have with staff.</li> <li>• Parents agree that the school works closely with them and involves them in their children's education.</li> <li>• Parents are very pleased with the positive values and attitudes the school promotes.</li> <li>• Most parents agree that the school provides an interesting range of extra-curricular activities.</li> <li>• Parents appreciate the way in which staff treat their children as individuals, responding to their particular needs.</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents are not happy with the criteria for grouping pupils in mixed age classes.</li> <li>• Some parents do not think that the school provides enough extra-curricular activities.</li> </ul>

There are justifiably very high levels of parental satisfaction, and generally there is a very good relationship between home and school. The inspection findings fully confirm the parents' positive views of the school, but do not support their negative views. The school makes every effort to place pupils in the class that is best suited to their needs, and fully consults parents prior to finalising the class lists. The school provides a good range of extra-curricular activities, most of which are held at lunchtimes, so that pupils who travel to and from school on the bus can attend.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils' attainment in English, mathematics and science is well above the national average at the end of both key stages. Pupils have very good skills of numeracy and literacy which help them with their work in other subjects.**

1. Pupils' attainment in reading, writing and mathematics at the end of Key Stage 1, on the basis of the 2000 end of key stage tests, is very high, placing the school in the top five per cent of schools nationally. By the end of Key Stage 2, pupils' attainment is well above the national average in English, mathematics and science on the basis of the 2000 end of key stage National Curriculum tests. The end of key stage test results have been consistently high in both key stages for the past four years, and reflect the school's commitment to maintaining high standards and to ensuring that all pupils reach their full potential. The slight discrepancy between the results in Key Stage 1, which are very high on the basis of the test results, and the results in Key Stage 2 which are well above average, does not represent any kind of deterioration in standards between Key Stage 1 and Key Stage 2. The tests do not measure pupils' ability to investigate, and to use and apply their knowledge and understanding, and these are outstanding features of pupils' learning in mathematics and science in Key Stage 2. Furthermore, there are higher levels of pupil mobility in Key Stage 2 than in Key Stage 1, and this means that the cohorts of pupils at the end of Key Stage 2 are not the same as those tested at the end of Key Stage 1.
2. The inspection findings indicate that pupils' attainment in English, mathematics and science is very impressive at the end of both key stages, and well above national expectations. Because of excellent support for pupils who have special educational needs, and those who have been identified as gifted and talented, pupils of all abilities are enabled to achieve their full potential. Pupils throughout the school are doing the best they can, and are fully challenged and stimulated by the work they are given. The school sets realistic but challenging targets for Key Stage 2 pupils, which go beyond predicting what the pupils are expected to achieve in the end of key stage tests, and which reflect the continued thrust by the school to raise standards even higher. This ongoing push to improve pupils' attainment and achievement is tempered by consideration of the needs of individual pupils, ensuring that they are not put under undue pressure, and that they are able to enjoy their learning in an environment where effort is celebrated and valued as much as achievement.
3. The school places great emphasis on developing skills of literacy and numeracy, and is especially successful in the way in which it promotes reading and writing skills. From an early age pupils are encouraged to derive pleasure from sharing books. By the end of Key Stage 1, almost all pupils are reading demanding texts with fluency, accuracy and an evident sense of enjoyment. As they move through Key Stage 2, pupils read a wide range of books, and by the end of the key stage confidently express their preferences for author, style and type. Pupils' progress in reading is very good, and the school is very effective in ensuring that pupils gain a breadth of reading experience, and do not simply progress through the different levels of a commercial reading scheme. The decision to remove the 'guided reading' element from the literacy hour sessions has proved to be most beneficial. Key Stage 1 and Key Stage 2 classes now have a daily reading session each afternoon, where one group of pupils works with the teacher, focusing on a particular aspect of reading, and the rest of the class reads silently. Pupils' learning is also enhanced by the very good support most of them receive from home. Most parents and carers spend time on a daily basis listening to their children

read, and the vast majority of pupils have access to a good range of books at home. The high standard of reading throughout the school enables pupils to carry out high level research tasks, especially in the upper part of Key Stage 2, where almost all pupils are proficient in the higher order skills of skimming and scanning.

4. Writing has been a focus for school development over the last two years, and the strategies for improving the quality of pupils' written work have been very successful. Early writing skills are taught very effectively in the Foundation Stage, enabling the children to gain pencil control, to master the formation of letters, and to understand the link between reading and writing. Key Stage 1 pupils use a wide range of vocabulary to express their ideas, and pay good attention to spelling. Teachers praise and encourage the pupils and give them confidence in their ability as writers, and this is evident in the pupils' sometimes flamboyant use of punctuation, such as exclamation marks. Topics for writing are carefully chosen and enthusiastically presented, capturing the pupils' imaginations, and making it easy for them to express their ideas. For example, in a Year 1/2 lesson seen during the inspection, pupils wrote sentences to describe their teddy bears, which were allowed to sit on their tables to give them inspiration. Key Stage 1 teachers create just the right balance between giving pupils opportunities for writing freely, without being constrained by an over-concern with spelling and grammar, and providing opportunities for pupils to learn the correct conventions of the English language. Some very good opportunities are provided for pupils to use their writing skills across the curriculum. For example, in science pupils often draw up lists, explain their findings or write about what they have done.
5. By the time pupils reach the end of Key Stage 2, the quality of their writing is often outstanding. Because pupils are well read, most find it easy to write in different styles and have a very good appreciation of the way in which words can be used to bring writing to life. This was very evident in a lesson seen during the inspection where Year 5 and Year 6 pupils constructed an argument. Pupils used words imaginatively and precisely to convey their ideas, and clearly understood the need to persuade the reader through the use of emotive words and phrases. The vast majority of pupils have an excellent understanding of the process of editing and drafting, and final pieces show good evidence of them having reconsidered vocabulary and sentence structure. Pupils are keen to use a Thesaurus to find exactly the right word or to provide an alternative, and make very good use of dictionaries to check spellings. Pupils use adjective and adverbs well to add interest and precision to their work, and their writing style becomes progressively more mature and sophisticated as they move through the key stage. Teachers create excellent stimuli for pupils' writing, and provide many very good opportunities for pupils to use their writing skills across the curriculum. The withdrawal of some gifted and talented pupils for additional writing support is lifting the standard of their work, and the ablest Year 6 pupils are working at a level that is considerably higher than expected for their age. The main reasons for the high standards in writing at the end of Key Stage 2 are the very good teaching, which inspires the pupils to want to write, and the pupils' own enthusiasm for writing, which comes from their belief in themselves as writers.
6. In mathematics, pupils of all ages demonstrate very good skills of mental agility, and their knowledge and understanding of number are well above the expected level at the end of both key stages. The daily mental mathematics session, which is a feature of numeracy lessons in both key stages, has a very positive impact on pupils' attainment, and provides regular practice of number facts, and encourages the pupils to work at speed. From an early age, pupils are taught to be interested in numbers, and to approach problems in a confident manner. One of the great strengths of pupils' learning is the way in which they tackle number problems, looking at them from different angles,

and often using creative methods to come up with an answer. Pupils in both key stages make sensible estimates using their previous knowledge, and older Key Stage 2 pupils use estimates very effectively to check the reasonableness of their written calculations. This strategy prepares them well for test situations.

7. Throughout the school, great emphasis is placed on the need for pupils to learn through investigation and to find things out for themselves. This is a significant strength of mathematics teaching in both key stages, and contributes to the high standards pupils attain. The standard of some of the pupils' investigative work is excellent, especially in Key Stage 2 where pupils carry out extended open-ended investigations. Year 6 pupils recently produced some outstanding work when they carried out an investigation into the differences between the reading levels of a local newspaper and a national newspaper. Their work shows how absorbed they were in the task, counting the number of sentences in paragraphs, the number of words in sentences and the number of letters in words. Their conclusions were presented in a variety of ways, including graphs and charts, and showed their skill in ordering their ideas and findings in a methodical and logical way.
8. Pupils in both key stages have many very good opportunities to use and apply their mathematical knowledge in other subjects. For example, in a Year 5/Year 6 science lesson seen during the inspection, pupils measured the angle of incline of a clipboard when carrying out an investigation into factors affecting the movement of objects. These very good incidental opportunities for pupils to use their mathematical knowledge help to reinforce their learning, and enable them to see the value of mathematics in the real world.
9. Coverage of the National Curriculum programmes of study in mathematics is particularly good in both key stages, and ensures that pupils have a very good breadth and depth of knowledge of all elements of the mathematics curriculum. Work in all areas is always very challenging, and this promotes high standards, and ensures that higher attaining pupils are fully stretched. Often in class, pupils are working at a much higher level than expected for their age, and coping extremely well with difficult concepts. For example, in a lesson seen during the inspection, Year 3 pupils, as part of a practical investigation, were considering the notion of ratio, and demonstrated an emerging understanding of the relationship between percentages, fractions and decimals. This level of work would more usually be undertaken by older Key Stage 2 pupils.
10. In science, as in mathematics, the main strength of pupils' attainment lies in their ability to carry out investigations and experiments, using their existing knowledge and understanding as a basis for making new discoveries. Pupils are taught very well, and coverage of the National Curriculum programmes of study is very good, enabling pupils to have a very good breadth and depth of knowledge. The vast majority of pupils in both key stages have very good memories and this is a great asset when they revisit previous topics and areas of study. Pupils of all ages and abilities are very interested in finding things out for themselves, and approach investigations with high levels of enthusiasm and confidence.
11. By the end of Key Stage 1, almost all pupils are working at the higher Level 3, and the vast majority have a very secure scientific knowledge and understanding. Pupils make sensible predictions, based on their previous experience and knowledge, and have a very good understanding of what constitutes a 'fair test'. They make careful observations, such as in a lesson seen during the inspection, where they considered the similarities and differences between a set of twins. The pupils' learning is greatly

enhanced by their very good speaking skills, which enable them to express their ideas clearly and accurately, and their ability to organise their thoughts on paper, using diagrams, charts and text. Because most of their learning is through practical experience, Key Stage 1 pupils have a very good understanding of the scientific concepts that have been addressed, and an appreciation of the excitement of the subject.

12. By the end of Key Stage 2, the majority of pupils are attaining standards that are well above national expectations, especially in the area of scientific investigation and experiment. The pupils quickly absorb new learning, and have a real thirst for knowledge. Their ability to carry out investigations is excellent. They take account of factors such as the need for 'fair-testing', and understand the need to set up a 'control', and to alter one variable only. The teaching of science is very good, and a very good balance is achieved between giving pupils the information they need to set up an investigation, and allowing them sufficient flexibility to find out the 'unexpected'. The school's approach to science teaching is a crucial factor in the high standards attained. Pupils have a great deal of practical experience, which reinforces their scientific knowledge, and which enables the higher attaining pupils to follow their own lines of enquiry.
13. Since the last inspection, standards in English, mathematics and science at the end of Key Stage 1 have improved and standards at the end of Key Stage 2 have been successfully maintained. Pupils of all ages and abilities make very good progress. As a result of very good teaching they gain a very good breadth and depth of knowledge. Pupils are taught to be inquisitive, and to find things out for themselves. This focus on independent learning, and the frequent very good quality opportunities for pupils to solve problems and to use and apply their knowledge, mean that their understanding is extremely secure. The additional support for pupils who have special educational needs and those who are gifted and talented ensures that pupils of all abilities achieve their best.

**The quality of teaching and learning is very good, enabling pupils of all ages and abilities achieve their full potential.**

14. During the inspection, the quality of teaching was excellent in 11% of lessons seen, very good in 39% of lessons, good in 44% of lessons and satisfactory in 6% of lessons. The quality of teaching has improved since the last inspection when it was reported as being very good or better in 24% of lessons, and satisfactory or better in the remainder. Overall, the quality of teaching and learning is very good throughout the school.
15. Teachers' planning for pupils in the Foundation Stage has improved since the last inspection and now fully reflects the national guidelines for this age range. The teaching of the Reception pupils is very good, and takes full account of their individual needs. Very good emphasis is placed on structured and free play as a vehicle for learning, and pupils are encouraged to learn through practical and first-hand experience. Pupils are given many opportunities to develop independent learning skills. They are encouraged to develop a sense of responsibility for their actions, and to make choices and decisions about their work. For example, during the inspection, Reception pupils were observed carrying out a range of art and craft activities. They demonstrated very high levels of confidence when selecting materials and expressing their ideas, and worked productively and with excellent levels of concentration and perseverance. Reception teachers have worked hard to improve the provision for pupils' creative development, which at the time of the last inspection was not as strong as in other areas. The school

now provides many excellent opportunities for the Reception pupils to express their ideas through the use of paint, modelling materials, music and role play, and the quality of the displayed art-work is often outstanding. Teachers in the Foundation Stage ensure that pupils have a wide variety of experiences that help them to develop across all areas of learning. Teachers acknowledge the above average starting point of the majority of pupils, and build carefully upon the pupils' existing knowledge and experience.

16. In Key Stage 1 and Key Stage 2, a strength of teaching is the way in which teachers encourage and enable pupils of all abilities to work independently. One of the ways in which teachers promote independent learning skills is by providing pupils with open-ended extended investigative tasks which allow pupils to pursue their own lines of enquiry. These tasks are very well suited to all ability levels, and although pupils set out from the same starting point, the highest attaining pupils often go well beyond what is asked of them. Pupils enjoy solving problems, and because of the confidence instilled in them by teachers, they tackle them with high levels of enthusiasm, and an innate belief that they will come up with solutions. During the inspection, Year 3/Year 4 pupils carried out an excellent investigation into the ratio of one body part to another. The pupils worked collaboratively, and with excellent levels of co-operation, methodically making newspaper measures, and estimating how many hand lengths would fit into an arm span. They confidently made decisions about all aspects of the task, often consulting one another, and taking advice from their classmates. This investigative approach enabled the pupils to learn at a much higher level than would be usually expected for their age, and because the task was so practical, gave them a real insight into the mathematical concepts of ratio and proportion.
17. Teachers are very effective in the way in which they foster creativity. Pupils are encouraged to put forward original ideas both in discussion, and in their written work. Individuality is celebrated, and this gives pupils the confidence to approach tasks from a slightly different perspective than the teacher intended. Drama is an important element of the timetable, and in addition to regular timetabled slots, there are many incidental opportunities that arise during the course of the day, which are used to good effect by teachers to help the pupils to advance their learning through role play. For example, in a lesson seen during the inspection. Year 1/Year 2 pupils, having introduced their teddy bears to the rest of the class, quite spontaneously adapted their voices, and started answering questions 'through their teddy bears'. The reaction from the teacher was, judging by the pupils' response, clearly typical, and she started to engage in conversation with individual bears, extending the pupils' spoken language skills in a very positive way. Purposeful structured play and role play continue to be important methods of encouraging pupils to learn in Key Stage 1. Play activities help the pupils to develop their imaginations, and to acquire independent and collaborative learning skills.
18. Teaching and support staff are highly committed to providing the best possible education for the pupils, and work hard to ensure that they are fully up to date with recent trends and initiatives. Teachers throughout the school are adaptable, keen to improve, and extremely hard-working. They know the pupils well, and this enables them to give them the individual support, both at an academic and personal level, that they require. The very good quality of teaching and learning contributes significantly to the high standards attained and the very positive and purposeful atmosphere that prevails.

**Pupils have excellent attitudes to work, and their behaviour is excellent. Their tremendous enthusiasm for learning has a significant and positive impact on their progress and attainment.**

19. Without exception, pupils are polite, kind, considerate and helpful. Their very positive attitudes to work, their enthusiasm for learning, and their excellent behaviour contribute significantly to the overall quality of life in the school.
20. From an early age pupils are encouraged to make choices and decisions about their work, and by the time they leave school at the age of eleven, the vast majority are very confident learners who are able to take responsibility for aspects of their learning. Excellent opportunities are provided in all classes for pupils to develop independent learning skills, and to follow their own lines of enquiry. Pupils are keen to express their opinions and to discuss their feelings. They listen well to the views of others, showing interest in what is being said, and respect for beliefs and opinions that are different from their own.
21. Pupils interact extremely well, and willingly share resources and ideas. They take turns with equipment, and help one another to succeed. Pupils celebrate the achievements of their classmates, and genuinely share in their success. For example, during the inspection, one of the first-aid teams won a competition, and pupils throughout the school responded with a real sense of pride when the announcement of the win was made in assembly.
22. Pupils of all ages and abilities show tremendous enthusiasm for learning, and are highly motivated and keen to give of their best. They work well in class, often completing impressive amounts of neatly presented written work. Pupils concentrate well, and show they have listened carefully by asking pertinent questions of their teachers and sometimes their classmates. Throughout the inspection, there were many examples of pupils helping one another in class, and showing spontaneous acts of kindness when they knew a classmate needed support.
23. Relationships amongst pupils of all ages are excellent and there is no unpleasant edge to the natural competitiveness that exists within classes. This is because teachers frequently recognise and praise the achievements of all pupils, and all pupils know that they are valued as individuals. Behaviour is excellent, enabling lessons to run smoothly.

**Teachers make very effective use of tests in Key Stage 2. They use assessment information very well to track pupils' progress, to set targets for improvement, and to target additional support.**

24. The way in which the school monitors the progress, achievement and attainment of individual pupils, and groups of pupils, is a significant strength, and is one of the main reasons why standards in English, mathematics and science are as high as they are.
25. Excellent use is made of standardised tests in English and mathematics throughout Key Stage 2 as a check of pupils' progress and to highlight potential problems. Pupils are tested twice each year, and the results are carefully tracked and monitored. Pupils whose score is just below average are carefully monitored, and if their scores have not improved by the time of the next test, they are given additional and carefully targeted support. Pupils whose scores fall well below the average are given immediate support, and their progress is then closely tracked.



26. The school uses statistical information wisely to predict the likely performance of pupils in the end of Key Stage 2 National Curriculum tests, and sets appropriately challenging targets to ensure that standards continue to rise.

**The leadership and management of the school by the headteacher and Governing Body are excellent. The school's rigorous programme of monitoring and evaluation is crucial in ensuring that high standards are achieved and maintained in all aspects of the school's work.**

27. The headteacher provides excellent leadership for the school. She has a clear view of how the school can continue to develop, and is skilful in setting both short and long term development targets which guide and shape the school's work. She paces change well, and leads very much by example. She enjoys the full support of a hard-working staff and Governing Body, all of whom are firmly committed to the future success and development of the school.
28. A rigorous programme for the monitoring and evaluation of teaching and learning is firmly established, and is crucial in enabling the headteacher, co-ordinators and Governing Body to identify relative strengths and weaknesses in the school's provision. In addition, staff are highly critical of their own work, and keen to improve through an ongoing process of self-evaluation. The headteacher carries out regular and focused lesson observations, mostly of literacy and numeracy lessons, and gives detailed feedback to the teachers. Lesson observations enable the headteacher to identify good classroom practice, which can then be shared, and this helps to maintain the very high standard of teaching and learning throughout the school. The regular scrutiny of pupils' work by the headteacher and staff provides valuable information about the quality of teaching and learning, and enables the staff to target areas for further improvement.
29. The school is very proactive, and is always keen to implement new strategies that will help to raise standards of teaching and learning. The headteacher has recently become involved in an initiative linked to the notion of 'accelerated learning'. This programme will help the school to look more closely and objectively at the way in which pupils learn, and to enable teachers to consider ways of modifying their teaching styles to create different types of learning opportunities. Typically, the thrust for this initiative has arisen through a process of self-evaluation. Staff have become aware that they often deliver lessons to a common format, and group pupils in the same way, and recognise that a more varied approach might stimulate pupils' learning even more, and further raise the quality of their teaching.
30. The role of the Governing Body in managing the school is very good. Governors are well informed, knowledgeable and very supportive. They take a prominent role in monitoring of the work of the school through regular timetabled visits, and meetings with co-ordinators. These opportunities give them a very good insight into individual subjects, and a good overview of curriculum provision throughout the school. The Governing Body is effective in the way in which it fulfils its role of 'critical friend' to the headteacher, by holding her to account for decisions she makes, but is also very supportive of her vision and aims, and is fully committed to moving the school forward.
31. The ethos in the school is excellent. Pupils of all ages and levels of attainment are very highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and the headteacher, staff and Governing Body are very keen to maintain the current high standards in English, mathematics and science, and to raise them even further if possible. The atmosphere in the school is warm, welcoming and friendly,

and there are justifiably high levels of parental satisfaction. The school is giving very good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. The school should continue with its own plans for further development. The School Development Plan is an extremely comprehensive document which shows clearly what the next stages are in terms of continuing to develop the many areas of good and very good practice evident throughout the school's work. The school's programme of self-evaluation is excellent, and the headteacher, staff and Governing Body are fully aware of strengths and relative weaknesses in the school's provision.

## 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	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	39	44	6	-	-	-

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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	256
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	25

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	2.5
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	16	11	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	11	11
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (84)	100 (88)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	11	11
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (84)	100 (91)	100 (88)
	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	24	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	22	20	22
	Total	37	36	38
Percentage of pupils at NC level 4 or above	School	93 (81)	90 (89)	95 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	21	22	21
	Total	36	37	36
Percentage of pupils at NC level 4 or above	School	90 (86)	93 (86)	90 (83)
	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	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	221
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)	10
Number of pupils per qualified teacher	26
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	97

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	394241
Total expenditure	397710
Expenditure per pupil	1665
Balance brought forward from previous year	16910
Balance carried forward to next year	13441

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	3	0	0
My child is making good progress in school.	68	31	1	0	0
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	41	43	16	0	0
The teaching is good.	72	25	1	0	2
I am kept well informed about how my child is getting on.	57	37	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	72	19	6	2	1
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	58	31	10	1	0
The school is well led and managed.	60	29	6	1	4
The school is helping my child become mature and responsible.	72	24	1	0	3
The school provides an interesting range of activities outside lessons.	43	43	11	2	1