

INSPECTION REPORT

WESTBURY-ON-TRYM C of E PRIMARY SCHOOL

Westbury-on-Trym

LEA area: Bristol

Unique reference number: 109150

Headteacher: Mr P Bentley

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 1st – 2nd July 2002

Inspection number: 194736

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
Gender of pupils:	Mixed
School address:	Channells Hill Westbury-on-Trym Bristol
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Joomun
Date of previous inspection:	June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westbury-on-Trym Church of England Primary School is in the district of the same name in Bristol. The school is housed in 1960s buildings which provide accommodation for twelve classes. The school is larger than average, with 339 pupils on roll aged from four to eleven. Junior classes all contain pupils from more than one age group whereas infant classes feature single age groups. There is an average of over 28 children in each class. Pupils are drawn from a wide variety of backgrounds, but overall their attainment on entry to the school, aged four, is about average. The school benefits from additional advice as part of an education action zone, but not from extra funding. The school holds the DfES award for achievement based on pupils' performance in 2000 and 2001.

The head has been in post for 13 years and is supported by ten full time, and six part time, teachers. Seven teachers are new since the last inspection. One teacher is in their first year of teaching. There are 78 pupils on the special educational needs register. This accounts for 23 per cent of the school roll, and is in line with the national average. Eight pupils have formal statements under the terms of the DfES Code of Practice¹, which is above the national picture. Thirty-eight children are known to be eligible for free school meals, which at eleven per cent is below average. Two pupils are in the first stages of learning English as an additional language and a further 21 are supported because English is not their first language. During the inspection a senior teacher was seconded to the local education authority as an advisory teacher for literacy, and one of the school's assistant heads (who is the numeracy co-ordinator) was absent, recovering from an operation.

The quality of collective acts of worship and religious education will be inspected following this inspection by an inspector appointed by the diocesan council. This report will appear under a separate cover.

HOW GOOD THE SCHOOL IS

Westbury-on-Trym Church of England Primary is a very good school. Levels of attainment for seven and eleven year olds are good and frequently better. Pupils and staff get on very well together. The school has sustained good standards over several years and has been recognised by two government awards. Teaching is good and the school is very well led and effectively managed. The school takes very good care of pupils and successfully sets targets for their personal, as well as academic, development. Above average results are achieved for average spending and the school continues to give good value for money.

What the school does well

- Standards in English, mathematics and science are very good at the end of Year 2 and Year 6 because of good teaching, good planning, very good assessment, and very good support for special educational needs.
- The school is very well led and its management is good. Staff make a very good team.
- Pupils' attitudes are very positive; behaviour is good, personal development and relationships are very good.
- The school takes very good care of pupils.

What could be improved

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

In the context of this very good school there are no key issues to address. However, improvement of the following aspects already forms part of the school's development planning.

- School policy and arrangements for homework are not communicated well enough to parents.
- The quality and amount of accommodation, particularly with regard to classroom space and toilet facilities for staff, require improvement.
- There is insufficient outdoor space and resources, in the form of large ride on and climb on toys, for children in reception.
- Some aspects of design and technology and religious education are underemphasised.

These areas already feature in school development planning, but will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in 1997 raised four key issues for improvement. The school has made good progress in addressing these areas. Standards of writing have been systematically raised and are now good, and often better. Better planning for the curriculum in improved schemes of work for all subjects, complements the successful introduction of the National Literacy and Numeracy Strategies, and provides a more structured basis for teaching and learning. A better management structure has been created with the appointment of two assistant head teachers, and systematic programmes of monitoring staff performance, and assessing both the school's performance and pupils' attainment have been introduced. The monitoring and strategic role of governors has been improved. The school's development planning has improved as a result. Good progress has been made in improving accommodation and resources, particularly with regard to information and communication technology (ICT) and the library. The school's links with the community are strong, with marked improvement resulting from the commitment of the head and governors in this direction since the last inspection. The quality of teaching has been further improved. Based on planning and policies now in place, the school is judged well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ³
	1999	2000	2001	2001
English	B	C	A	A
Mathematics	A	A	B	A
Science	C	B	B	B

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

The table indicates that standards have continued to improve over the last three years. The school received an achievement award from the DfEE for its results over time in 2000, and another for pupils' performance in 2001 tests. Considering that in 2001 Year 6 had 21 per cent of pupils on the special educational needs register, and an above average proportion of pupils leaving or joining the school other than at the start of Year R, this was a healthy situation. Early indications are that in 2002 although Year 6 average point scores may decline (as a result of some particular special educational needs), the proportion of pupils reaching levels above national expectations is still going up. The school continues to get nearly all pupils to at least the levels expected at the age of seven with the unusual and very creditable achievement of enabling all pupils to reach the expected level in writing when this aspect was a key issue for improvement in the last inspection. Currently pupils are achieving at least well in English, mathematics and science, making good progress from an average starting point. Children make good progress in reception and most achieve all the Early Learning Goals⁴ prescribed for the Foundation Stage⁵ before they move into Year 1.

In a short inspection it is not possible, nor intended, to make detailed judgements about other subjects, but it is clear that there are strengths in singing, ICT, and, although the subject is underemphasised, some aspects of religious education. The school is aware of the need to raise the emphasis on design and technology to improve standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject

³ Schools with between 8 and 20 per cent of pupils entitled to free school meals.

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

⁵ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

Attitudes to the school	Very good: pupils like coming and usually are keen and interested.
Behaviour, in and out of classrooms	Good: both in and out of the classroom, notwithstanding those who could, and sometimes do, create problems. Overall pupils show respect for each other, staff and property.
Personal development and relationships	Very good: pupils are learning to show initiative and take responsibility. Relationships are very good.
Attendance	Good: above average with no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good with very good and excellent features.	Good with very good features.	Good overall, ranging from satisfactory to very good.

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

The quality of teaching ranges from satisfactory to occasionally excellent, with the clear majority being good. During the inspection 26 out of the 32 lessons observed were at least good, with one in every four very good. Expectations are high. Teachers plan well day to day, usually making learning objectives clear from good quality long term plans which have been adapted from nationally recommended schemes. Literacy, numeracy and science are particularly well planned and, as a result, consistently well taught. In a good improvement since the last report pupils are encouraged to make choices of methods, materials and recording techniques and to develop their independent work. Strengths in teaching are in good management of pupils, good questioning and very good relationships. Compared with almost 5 per cent in the last inspection no lessons were judged unsatisfactory and most staff had at least one good lesson. Because of predominantly good teaching the school meets its aim to be fully inclusive, pupils learn and achieve well in relation to their ability and previous learning. Aspects of teaching which, even in this good overall profile, could be improved, are in increasing pace, in ensuring that pupils always understand what the learning objectives are, and making consistent use of homework. Support for special educational needs is very good, and, as with teaching for more able pupils, benefits from very good target setting derived from very good assessment and clear individual education plans. Teaching is often very good in reception, with excellent features in numeracy, and ensures that children are provided with a good range of appropriate experiences.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	Good: broad and balanced. Good planning, especially in literacy, numeracy and science makes very good use of assessment to continue to make improvements and raise standards. Work planned successfully on a two year cycle in Years 3 to 6 ensures mixed age classes are taught effectively. However, there is some underemphasis on religious education and design and technology.
Provision for pupils with special educational needs	Very good support in and out of class. Good individual education plans set achievable targets. Very good contribution from learning support staff. Such pupils have full access to the curriculum. The school often makes provision over and above what is prescribed.
Provision for pupils with English as an additional language	Good support: such pupils are fully included in all aspects of school life and the curriculum. Good links with outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall: with clear strengths in very good moral and social provision. Good spiritual and cultural opportunities and satisfactory multicultural. Pupils are very successfully encouraged to be tolerant and considerate and to appreciate that people are entitled to be different.
How well the school cares for its pupils	Very good: both pupils' physical care and academic needs are well accounted for. Very good and much improved assessment and excellent tracking of all pupils' achievements.

Links with parents are very good. Parents support the school very well in fund raising and helping in school. Although there is a satisfactory home/school partnership regarding homework some parents are not clear about expectations and are aware of some inconsistencies between classes. The school has a very good reputation locally and is oversubscribed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Very good: the head, well supported by the assistant heads, is a very good leader and has continued vision for the school's

headteacher and other key staff	development. He leads the staff very effectively as a very good team. The management of the school which, includes the contribution of all staff, is good. Behaviour is managed well.
How well the governors fulfil their responsibilities	Governors support the school well, especially in financial matters. Their role is better defined and following criticism in the last report, governors are playing a full and effective part in managing the school.
The school's evaluation of its performance	Very good: the school has a clear understanding of its strengths and weaknesses. Very good evaluation of areas for improvement has resulted in the issues from this inspection having been already identified by the school.
The strategic use of resources	Finance has been well used to support staffing and provide good resources. Overall, time, accommodation, staffing and resources are well used. All grants are used for appropriate purposes and the school has good procedures to evaluate best value principles. The school still gives good value for money.

Although adequate, and recently improved with an ICT suite and new library, the quality and amount of accommodation places increasing restrictions on the work of the school. There is insufficient outdoor space and resources for reception children, and poor toilet facilities, notably for staff. Some aspects related to security have been discussed with governors.

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 school is approachable. • Expectations are high. • Children like school. • Good leadership and management. • Children are helped to become mature. • Teaching is good. • Extracurricular activities are good. 	<ul style="list-style-type: none"> • Homework. • Provision for special needs. • A move to single age classes. • Information about pupils' progress.

Thirty-five parents attended the meeting with the registered inspector before the inspection and 120 Ofsted questionnaires were returned (35 per cent). Parents' views were very supportive of the school. Inspectors are pleased to support what pleases parents. With regard to homework the inspection finds that there is a need to ensure that all pupils in Years 1 and 2 get regular homework, and to improve communication between school and parents in all years to clarify expectations. Provision for special educational needs is judged very good. The school spends all designated finance and more on supporting children in this group. Pupils in mixed age classes are taught effectively and attain high standards by the end of Year 6. Given numbers on roll the school has insufficient space to consider changing to single age classes throughout. Information for parents about pupils' progress is judged good and there are sufficient opportunities for parents to discuss pupils' performance with staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

‘Standards in English, mathematics and science are very good at the end of Year 2 and Year 6 because of good teaching, good planning, very good assessment, and very good support for special educational needs.’

1. Standards are very good at the end of Year 2 and Year 6 in English, mathematics and science. The school’s successful performance over time has been recognised with a DfEE award in 2000 and a DfES award for continued improvement in 2001. The school’s selection for a short inspection was made on the basis of pupils’ achievements. The good profile of standards shown by the National Curriculum assessments of 2001 and the early positive indications of the 2002 results are confirmed by inspection evidence.

2. In 2001 results for seven year olds were well above average in reading, writing and mathematics compared with all schools and put the school in the top five per cent of similar schools for reading. Eleven year olds performed very well in English to be well above average and above average in mathematics and science compared with all schools. Standards were well above average compared with similar schools in English and mathematics and above average in science. In the light of broadly average levels of attainment when pupils first join reception this represents very good progress. A particularly noteworthy achievement is that all seven year olds attained at least the nationally expected level, Level 2, in writing.

3. Pupils are able to communicate effectively and explain preferences orally and on paper. Higher attaining pupils develop very good quality persuasive writing skills by the end of Year 6 and make very good use of literacy skills in other subjects. For example pupils made a convincing case both for and against fox hunting; and discussed a NASA activity for astronauts very effectively in a personal and social education session.

4. Throughout the school the standard of reading is above national age related expectations. Pupils with special educational needs approach, and in many cases achieve, the average level. Average and higher attainers often reach well above average levels with more able pupils in Year 2 demonstrating fluency and accuracy. They establish the meaning of what they read using a good range of strategies: for example using phonics to sound out words. More able pupils in Year 6 read very well, showing good prediction and comparison skills, often referring to other texts to justify their opinions and preferences. By the time they leave the school the majority of pupils are independent readers.

5. Early indications of National Curriculum test results in 2002 for both Year 2 and Year 6 show that the upward trends of the last three years have been sustained in English, mathematics and science. For example almost 50 per cent of eleven year olds appear to have reached the higher level, Level 5, in science. Pupils have good investigation skills and the majority of pupils have a clear awareness of fair testing. This enables them to speculate and test their own hypotheses.

6. Pupils are achieving well, and in many cases very well. The school has an overall average proportion of pupils with special educational needs. However, this masks a wide variation between year groups: for example there were 21 per cent of pupils in last year’s Year 6 on the special educational needs register, but there are 46 per cent in the current Year 4. Presently eight pupils have statements of special educational need which is above average and could have a negative effect on overall performance. However, most of the special needs children are reaching at least national average levels. This is reflected in the school’s good average point scores and is the result of very good support and teaching.

7. Strengths in teaching are in:

- Good management of pupils, which leads to good behaviour;
- Good use of questioning which means that pupils have to answer on the basis of reasoning to offer opinions or express feelings;

- Reception teaching is generally very good and occasionally excellent: for example the high profile of numeracy teaching has very positive effects on learning;
- Literacy and numeracy which as the result of very good planning and target setting are consistently well taught and encourage high standards by the end of Year 6;
- Support for those pupils for whom English is an additional language is good. Such pupils are taught both in classes and in withdrawal groups. Good use is made of outside agencies and teachers employed under Ethnic Minorities Achievement Grant (EMAG) funding;
- Special educational needs teaching is very good and ensures that pupils achieve well whatever their ability. The very good quality of teaching from teaching assistants makes a strong contribution to pupils' progress and provides continuity and stability for pupils in the event of staff changes.

8. During the inspection all teachers were observed more than once. No lessons were judged unsatisfactory compared with almost five per cent in the last report. Four out of every five lessons were good or better, with one in four very good. Six teachers recorded at least one very good lesson. This constitutes good improvement since the last inspection. A key feature of planning is the clarity of learning objectives which shows staff and pupils what is expected of them, and gives real focus to lesson introductions and reviews. Improvements in teaching are the consequence of a good programme of monitoring by the head and assistant heads, and good staff development which builds on targets derived from new procedures for performance management. For example ICT was identified as a weakness for a variety of staff. This followed the upgrading of school resources in the new suite and the introduction of interactive white boards in two classrooms. In-service training is successfully improving teachers' confidence, knowledge and understanding in this area, and pupils' standards are rising.

9. Because of very good assessment pupils' special needs are identified early and targets are made clear in good quality individual education plans. Teachers and support staff know pupils well and make systematic reference to the targets of these plans to help pupils progress. Staff keep very good records which track all pupils' performance and these are used very effectively to help pupils to fulfil their potential.

10. Staff work very effectively to ensure that all pupils are fully included in all activities available for their age groups. This means that teachers plan work to common themes for their classes at different ability levels. Some parents expressed concerns that mixed age classes for Years 3 to 6 might not be effectively taught. Inspection evidence indicates that such teaching is at least satisfactory, usually good, and often very good. High standards in terms of pupils' achievements, and pupils' very positive attitudes, are testaments to the school's successful provision.

'The school is very well led and its management is good. Staff make a very good team.'

11. The headteacher is a very good leader. He has a clear vision for the school which seeks to build on the good pastoral qualities identified in the last report and extend pupils' academic development. In a very good partnership with the two assistant heads he has successfully established the school's educational direction. This is well communicated to staff and pupils and results in school aims and objectives which very effectively underpin good learning.

12. Morale at the school is high and the head has very successfully developed the staff as a very good team. Teachers, teaching assistants, governors, office and cleaning staff are mutually supportive and show a very good commitment to children and further improving the school. Performance management is used very well to identify targets for improvement based on evaluation of strengths and weaknesses. The head is sensitive to both the needs of

individual staff and those of the school. He treats people with consideration and is well respected.

13. Improvements since the last inspection have been well managed and there is very detailed documentation: for example showing how the four key issues have been addressed. The school has undertaken (and continues to undertake) a thorough review of its strengths and relative weaknesses. This is collated to form the school improvement plan which forms an effective basis for managing the school. It is appropriately prioritised, sets timescales and allocates responsibilities. Very good consultation of staff, governors and parents means that there is a common ownership of the plan, which enhances the school's ethos by ensuring shared commitment to improvement.

14. Governors play a much better part in the management of the school than was reported in the last inspection. They are better informed, have a good committee structure, and are far better prepared to challenge and ask the kind of questions that will protect the interests of children and confirm best use of resources. Governors' contribution to the running of the school is now judged good. Governors play a particularly good part in monitoring financial, staffing and building related issues and are highly committed to the school.

15. Teachers in their roles as subject co-ordinators are successful in providing and evaluating planning to support pupils' progress through the school. This is especially effective in ensuring that children in mixed age classes in Years 3 to 6 do not repeat work unnecessarily, and that skills build on those learnt earlier. Particularly good examples of subject management are in literacy, numeracy and science where monitoring of actual teaching, as well as of planning and pupils' standards, provides very good models for development in other subjects. Less well developed as yet is the leadership of design and technology and religious education, but improvements are accounted for in the school's rolling programme for action over a three year period.

16. The overall management of the school is good. There are obvious strengths in the way in which behaviour is managed. Some parents expressed worries that the response of a few pupils negatively affected the education of the rest. This is seldom the case and any outbursts are dealt with firmly, fairly and consistently, with all staff making good use of the school's well established systems and sanctions. It appears that for most of the time and for the large majority of children, positively reinforcing good behaviour and success is all that is necessary to promote and sustain their self esteem and positive attitudes.

17. Financial management is judged good. The school has redressed a potential overspend situation over the last two years, and although some issues related to class organisation and the quality and amount of accommodation have yet to be overcome, it is possible to conclude that money is spent effectively. All grants are used for designated purposes and in the case of special educational needs, support is funded over and above what is allocated. Very good use of excellent financial support from parents and friends through fund raising has a significant impact on resources: for example providing interactive white boards for ICT; and in educational facilities such as the recently completed new library. Although the school has not had continuity in administrative support over the last year, day to day control of finance is efficient. How money is allocated, and spent against priorities and subjects is well tracked, and data and trends are available for evaluation to ensure the principles of best value are met.

18. The school's spending per child is broadly average for this size of school. Considering the quality of provision (not least of which is good teaching and support) and the outcomes in terms of pupils' good personal and academic achievements, the school gives good value for money. This appears to be a similar judgement to the last inspection. In the light of heightened expectations and more obvious financial constraints than were evident five years ago, this represents an improvement.

19. Overall the quality of the school's leadership and management has very positive effects on pupils' education. It ensures that the school's aims, especially to provide equality of opportunity for all children regardless of ability, gender or background, are met and is responsible for the school's continued success. The school's selection for a 'short, light health check' inspection was fully justified. It is clear that the school continues to improve and that any parental concerns that it had simply raised its performance for the inspection are ill founded.

'Pupils' attitudes are very positive; behaviour is good, personal development and relationships are very good.'

20. As a direct result of good management, good planning and very good relationships, provision for pupils' personal development is very good. From even before children join the reception, very strong efforts are made to give them a positive view of the school. For example entertaining pre-school children to a teddy bears picnic (even in awful weather in the middle of the inspection) did much to confirm good links with young children and their families. Children throughout the school obviously appreciate the support of teachers and their assistants. They are confident that their views will be taken into account and are not afraid to 'have a go'. The Christian ideals of the school are clear. Pupils of all ages are very successfully encouraged to be considerate and to listen to each other and their teachers. The effect of this atmosphere of mutual respect and trust is that pupils show interest, are keen to contribute, and learn as much from their mistakes as from what they get right.

21. Pupils' attitudes and behaviour were judged as at least satisfactory in all lessons observed, with almost half being very good or better. In a very high proportion of lessons (over four in every five) pupils demonstrated good attitudes or better. It is clear that pupils respond very well to being challenged effectively, with those with special educational needs, some of whom could potentially present problems, especially benefiting from work set against the targets of their individual education plans. In two lessons in reception children's response was judged as excellent. This is a credit to teachers and teaching assistants, the quality of relationships, and high expectations. Behaviour was noted as good around the school, inside and out, and very good during activities such as assemblies, breakfast club and extracurricular activities.

22. Opportunities for pupils' personal development are very good. There is very effective moral and social provision. All children are well aware of right and wrong, and work together very well: for example in a Years 3 and 4 literacy lesson where pupils discussed 'humour' in writing and communicating with pictures, without overstepping the line between what is funny and being silly. Pupils in a Year 2 numeracy lesson worked very effectively in groups to develop telling the time techniques using both analogue and digital format. Because pupils negotiated who would do what, took turns and shared equipment, they all completed the task and learning was good.

23. The school promotes pupils' spiritual development in more than the good quality acts of collective worship. There is good consideration of the beauty of nature (particularly through science), music and art, with very positive features in such events as 'Arts week'. In addition pupils are helped to appreciate the wonders of human endeavour in terms of stamina and endurance, and in the skill and knowledge required to create tools and machines such as computers. Cultural opportunities are good. Much of the school's recent success in developing links with the community complements the more obvious work on customs and traditions derived from history, geography and religious education.

24. The school's intentions to build on the good profile of opportunities noted as available to pupils five years ago in the last report have been successfully achieved. Consequently pupils' personal development is even better and their response to education is very positive.

This is borne out by the above average level of attendance and there being no unauthorised absence. It is not surprising that 99 per cent of parents responding to the Ofsted questionnaire reported that their children like school.

‘The school takes very good care of pupils.’

25. Notwithstanding that the quality of the building causes some problems, the school provides a good learning environment and pays very good attention to the needs of the individual. The school’s child-centred philosophy is very effectively promoted. Procedures for child protection and health and safety and general welfare are good and staff know pupils well.

26. Assessment, and the use of information gained from it, have been improved from ‘satisfactory with some weaknesses’ in the last report to very good in this inspection. The careful tracking of every child’s performance from attainment on entry to the end of Year 6 provides a very good basis for the target setting which helps all pupils to make progress. This especially benefits not only those with special educational needs in individual education plans, but is used very effectively to predict the performances of average and more able pupils to provide extra support and modify the curriculum where necessary. For example analysis of pupils’ lack of success in some aspects of Year 6 National Curriculum science tests was followed up by a review of what, and how things, were to be taught and results have improved, with almost 50 per cent predicted to achieve above expected levels in 2002.

WHAT COULD BE IMPROVED

‘School policy and arrangements for homework are not communicated well enough to parents.’

27. In response to the Ofsted questionnaire and at the meeting with the registered inspector parents expressed concerns about homework. A minority were of the opinion that homework is unnecessary for primary pupils, but the overwhelming majority of parents thought that too little is set (especially for Years 1 and 2) and that in general some of it does not challenge more able pupils sufficiently. A significant proportion of parents show a distinct lack of awareness and understanding of the school’s policy and intended procedures regarding homework. Communication with regard to arrangements requires attention. In addition inconsistencies between classes and varying expectations of different teachers, which sometimes have arisen because of staff changes, need to be addressed.

‘The quality and amount of accommodation, particularly with regard to classroom space and toilet facilities for staff, require improvement.’

28. The school has made some significant improvements to the learning environment and accommodation since the last inspection, notably with the addition of a well resourced ICT suite and a newly constructed library. The vision of the head and the support of governors and parents have been invaluable in this aspect. However, the school is oversubscribed and over a period of three years has admitted more children than its ‘standard number’⁶. This has resulted in a change to single age classes for Years R, 1 and 2, and an increased level of funding. Currently, the school has insufficient classroom space to provide for the same sort of organisation throughout Years 3 to 6. Governors are well aware of the situation and are seeking a solution in partnership with the local education authority and the diocese.

⁶ The school’s standard number denotes the agreed annual intake for each age group.

29. Some parts of the building, notably the two temporary classrooms and toilets generally, are in poor repair and are in need of attention. At the time of the inspection there were insufficient toilets for female staff which put a strain on existing facilities. In the interim period between the inspection and the publication of this report improvements, already planned, have been undertaken. However, governors are aware that even the three new cubicles for almost forty staff will prove barely adequate.

30. Office accommodation is at a premium, and facilities and working conditions in the headteacher's room are less than satisfactory. When used as a reception room for meeting with parents and visitors this does not do the school justice.

31. Both the governing body and the local education authority have carried out reviews of health and safety on the school site. Some aspects related to security were discussed with governors following this inspection.

'There is insufficient outdoor space and resources in the form of large ride on and climb on toys, for children in reception.'

32. Children in reception do not have a suitable designated, secure outdoor space equipped so that they can ride and climb to enhance their physical and social development. Some improvements are in hand, with modifications to the school's central courtyard area planned to address this. However it is not yet clear how far these intentions will go to ensuring that Year R children will have full access to all opportunities and activities recommended for the Foundation Stage curriculum.

'Some aspects of design and technology and religious education are underemphasised.'

33. Although in a short inspection it is not possible to scrutinise all subjects in detail, it is apparent that whilst the quality of work covered in both these subjects is satisfactory (with some strengths in religious education), there is too little evidence of either. The school is aware of the lack of confidence and expertise of some staff to teach these curriculum areas, and that both subjects have too low a profile. This is particularly true of religious education which has yet to be treated as a full part of the core curriculum. However, it is clear that planning to overcome these deficiencies is being introduced as part of the school's rolling programme of improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In the context of this very good school there are no key issues to address. However, improvement of the following aspects already features as part of the school's development planning:-

- Reviewing school policy and procedures regarding homework, and improving communications with parents concerning expectations;
- Continuing to work with the local education authority and the diocese to improve accommodation;
- Providing, as planned, a suitable designated outdoor space for children in reception, appropriately resourced to support their physical development;

- Raising the profile of design and technology and religious education throughout the school to more fully meet the requirements of the National Curriculum and the locally agreed religious education syllabus.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	18	6	0	0	0
Percentage	3	22	56	19	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 over three 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)	339
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	32	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	31	31	30
	Total	52	52	52
Percentage of pupils at NC level 2 or above	School	96 (86)	96 (92)	96 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	21
	Girls	31	30	30
	Total	51	52	51
Percentage of pupils at NC level 2 or above	School	94 (84)	96 (90)	94 (96)
	National	85 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	22	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	24
	Girls	20	18	21
	Total	41	37	45
Percentage of pupils at NC level 4 or above	School	87 (79)	79 (77)	96 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	21
	Girls	18	19	20
	Total	37	40	41
Percentage of pupils at NC level 4 or above	School	81 (800)	87 (82)	89 (82)
	National	72 (70)	74 (72)	82 (79)

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	4
Indian	4
Pakistani	0
Bangladeshi	7
Chinese	2
White	290
Any other minority ethnic group	39

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9.9
Total aggregate hours worked per week	320

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.5
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

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.

Financial information

Financial year	2000 – 2001
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	£
Total income	770515
Total expenditure	751956
Expenditure per pupil	2180
Balance brought forward from previous year	74
Balance carried forward to next year	18632

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	59	32	7	1	2
Behaviour in the school is good.	47	43	8	0	3
My child gets the right amount of work to do at home.	28	37	27	5	3
The teaching is good.	64	31	2	0	3
I am kept well informed about how my child is getting on.	34	48	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	22	2	2	1
The school expects my child to work hard and achieve his or her best.	52	41	4	0	2
The school works closely with parents.	47	45	7	0	1
The school is well led and managed.	61	36	2	0	1
The school is helping my child become mature and responsible.	50	45	4	0	1
The school provides an interesting range of activities outside lessons.	50	42	2	2	4

Due to rounding percentages do not total 100.