

INSPECTION REPORT

CROFT PRIMARY SCHOOL

Warrington, Cheshire

LEA area: Warrington

Unique reference number: 111179

Headteacher: Mr.G.M.Hilton

Reporting inspector: Michael Onyon
18146

Dates of inspection: 3rd-4th December, 2001

Inspection number: 195087

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Mustard Lane, Croft, Warrington, Cheshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J.J. Shelley
Date of previous inspection:	9-12 June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Croft Primary School is an average sized school located in the village of Croft, close to Warrington. It contains 112 boys and 109 girls from Reception Class to Year 6. The area served by the school is residential, with the majority of pupils coming from home owning families. The school contains a much lower than average proportion of pupils eligible for free school meals. The proportion of pupils with special educational needs, including those with statements, is below the national average. There are no pupils who speak English as an additional language or who come from minority ethnic backgrounds. Children join the reception class in the autumn term following their fourth birthday. Attainment on entry to the school, measured by pupils' performance in baseline assessments, is above average.

HOW GOOD THE SCHOOL IS

The school is very effective in nearly all that it does apart from identifying opportunities to develop pupils' appreciation of cultural diversity. Its strengths lie in the excellent leadership of the headteacher and high quality teaching, which ensures that pupils are taught literacy and numeracy skills extremely well. Pupils' excellent attitudes to their work contribute significantly to their high standards. The results of assessments are used particularly well to improve the curriculum and teaching. The school has responded very well to the issues of the previous inspection. Overall, bearing all these factors in mind, the school provides good value for money.

What the school does well

- Pupils achieve well and make good progress in English, Mathematics and Science, attaining standards that are well above average by the time they leave school.
- The overall quality of teaching is very good and is a major strength. This contributes significantly to pupils' high achievements.
- The headteacher provides very strong leadership. Together with the support of the staff and governing body this provides a clear educational direction with a strong commitment to continuous improvement.
- The pupils' excellent attitudes to work and mature behaviour contribute significantly to their high standards.

What could be improved

- Planning for, and identification of, opportunities to develop pupils' appreciation of cultural diversity.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In its previous inspection in June 1997, the school was found to provide a sound education for its children. Since then there have been considerable improvements. The key issues of the previous inspection have all been successfully addressed. The aims of the school have been reviewed and restated and are communicated very successfully. Opportunities are provided for subject co-ordinators to review, monitor and evaluate provision and they are actively involved in the process, successfully contributing to school development planning. Good quality assessment has been developed across subjects involving the careful analysis of data, informing planning of the curriculum and the very good quality of teaching. Through the challenge provided to all pupils in their learning this has contributed significantly to the raising of standards. Standards have continued to rise and the quality of teaching is better than it was at the time of the last inspection. Pupils are now actively engaged in setting targets that help them to reach higher standards. Overall the school has responded very well to the issues from the previous report and has a good capacity to improve further.

STANDARDS

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

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

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

This information shows that standards in the Year 2001 national tests for Year 6 pupils were well above the national average in all the core subjects of English, mathematics and science. In science the results place the school in the top five per cent. When compared to schools that have a similar proportion of pupils eligible for free school meals standards were well above average in English and science and above average in mathematics. These results are similar to those of the previous year and show that the school is continuing to maintain high standards.

The results of national tests for Year 2 pupils in 2001 show that standards were well above average in writing and mathematics and above average in reading. The results show improvement on the 2000 results in writing and mathematics and a slight dip in reading. When compared to schools that have a similar proportion of pupils eligible for free school meals results were average in reading and above average in writing and mathematics. As a result of targeting writing and mathematics the school has made a considerable improvement from 2000 to 2001.

Over the period 1997 to 2001 the school has maintained high standards in the tests for Year 2 and Year 6 pupils. In the work seen during the inspection in Year 6, pupils' attainment in English, mathematics and science is well above national expectations. Pupils are exceeding the targets set by the governing body and the Local Education Authority. Similarly, standards are well above average in the work seen in Year 2 in reading, writing and mathematics. Standards in all other subjects, particularly in information and communication technology and religious education, are generally above expectations. The school builds well on the above average standards that pupils arrive with in Reception, they achieve well, and reach standards that are well above average by the time they leave school at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are eager to learn, have excellent attitudes to school and act responsibly. They are proud of their achievements.
Behaviour, in and out of classrooms	Excellent. Pupils behave extremely well in lessons and around the school; they are sensible, courteous and polite, respecting their teachers and one another.
Personal development and relationships	Excellent. Harmonious relationships with each other and with teachers contribute positively to pupils' learning, helping them to develop very well.
Attendance	Excellent. Attendance is well above the national average, pupils arrive punctually and enjoy coming to school.

A very successful scheme operates in school, in Years 3 to 6 where class “mediators” are involved in resolving any disagreements between pupils. This contributes well to excellent standards of behaviour.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3-6
19 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.

The quality of teaching is very good overall. Teaching in all lessons seen was at least satisfactory with the vast majority good and very good. There is very good teaching of English and mathematics. Whilst pupils’ literacy and numeracy skills are successfully reinforced across the subjects of the curriculum, the school is constantly seeking to improve this further. Teaching meets the needs of all pupils irrespective of their prior attainment. The teaching of pupils who have special educational needs is good and all pupils are equally included. Pupils’ learning benefits directly from the very good teaching. They apply intellectual as well as creative and physical effort. They respond well to the productive atmosphere in classes, working rapidly and with good concentration. As a result of teachers’ very good use and application of assessments pupils understand how well they are doing and what they need to do to improve further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The quality and range of learning opportunities, including those provided in extra-curricular time, provide effective practical and intellectual experiences that extend pupils’ understanding. Information and communication technology is used very effectively in a number of curriculum areas. All pupils are included equally.
Provision for pupils with special educational needs	Good. Specialist support for pupils with special educational needs is well organised. Individual Education Plans contain clear targets, which are effectively used by class teachers.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good overall. The very good provision for pupils’ social and moral development and good provision for their spiritual development help pupils to acquire strong values. Whilst there is satisfactory provision for pupils’ cultural development, the school does not fully cultivate pupils’ appreciation of the opportunities and responsibilities of living in a culturally diverse society.
How well the school cares for its pupils	Good. The school provides a happy and caring environment. Monitoring of pupils’ academic progress is very good. The results of assessment are used very well to target future learning. There is good monitoring of pupils’ attendance.

The school makes very good efforts to inform and involve parents in the school and in pupils’ learning. The headteacher is very positive about the responses from the parental questionnaire and their concerns are to be addressed through actions that are planned, including proposals for more varied means of communication arising from the recent governors annual meeting for parents. The curriculum is broad and balanced and there are regular visits to places of educational interest and visitors to the school that effectively extend pupils’ learning. Staff absences have curtailed some extra-curricular activities, but their re-instatement is a priority in the school development plan. There is good provision for pupils’ welfare, health and safety, including effective arrangements for Child Protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher, who is ably supported by the deputy headteacher and other key staff, has a strategic vision for the school, including the sharing of good practice through the recently established "Beacon" status. Subject co-ordinators very effectively monitor standards and plan successfully for improvements to their areas of responsibility.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its role very well, has a very clear understanding of the strengths and weaknesses of the school and takes independent decisions based on the advice of the headteacher and staff.
The school's evaluation of its performance	Excellent. The school makes outstanding use of the information available from National Curriculum test results. It evaluates its progress exceptionally well and sets specific targets for future developments, for example its clear focus upon improvements in writing.
The strategic use of resources	Very good. Resources are managed very well to provide effective support for the developing curriculum. There is increasingly effective use of information and communication technology across subjects and through the provision of a computer suite. Books are of good quality and used well to support learning. The financial management of the school is very good.

The headteacher has an excellent understanding of the school's current performance and how it is to progress. The vision is shared by all staff who have a commitment to move forward and to continually improve. There are a good number of teachers and classroom assistants for the planned curriculum. Resources include sufficient books, materials and equipment and the accommodation is of a good standard. The school strives to supply best value: very good financial management, with careful costing of available resources is successfully used to improve standards. The school very effectively compares its performance with other schools and seeks to learn from effective good practice to continually improve.

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 quality of teaching is good and pupils make good progress. Behaviour is good and pupils like coming to school. Teachers have high expectations of pupils and help them to become mature. Pupils receive the right amount of homework. Parents are comfortable about approaching the school with questions or a problem 	<ul style="list-style-type: none"> How parents are kept well informed about their child's progress. How the school works closely with parents. The provision of an interesting range of activities outside lessons.

Inspectors' judgements support the very positive views about the quality of teaching and the good progress made by pupils. Parents expressed concerns about how they are kept informed about the progress of their children are and whether the school works closely with parents. In addition, a significant proportion of responses wanted the school to provide a more interesting range of activities outside lessons. The judgement of the inspection team is that good quality information is provided for parents in relation to the progress of their children, also involving the pupils in setting learning targets. During the inspection many parents were involved in working in classrooms, the normal practice in the school. Staff absences have led to the postponement of a number of extra-curricular activities but there are clear and detailed plans to restore a range in the near future. Some parents expressed concern about the leadership and management of the school. Inspectors judge that overall, as the result of a very

clear vision, pupils' high standards, the outstanding use of assessment data, high quality teaching and learning and the involvement of key staff, the quality of leadership and management is excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and make good progress in English, mathematics and science, attaining standards that are well above average by the time they leave school.

1. Pupils attain high standards and achieve well irrespective of their starting point. This applies equally to all pupils with special educational needs. Children's attainment on entry to the Reception Class fluctuates from year to year. Overall, it is above average. Pupils make good progress during their time in school and by the time they leave at the end of Year 6, they attain results in the national tests that are consistently well above the national average. Results in English in 2000 and in science in 2001 place the school in the top five per cent of schools nationally. The 2001 results were well above average in the core National Curriculum subjects, English, mathematics and science. When compared with schools with pupils with similar backgrounds, as indicated by the number of pupils eligible for free school meals, the results were well above average in English and science in 2001 and above average in mathematics.
2. Results in the national tests at the end of Year 2 in 2001 were well above average in writing and mathematics and above average in reading. When compared to schools in similar contexts results were above average in writing and mathematics and average in reading. Over the five years 1997 to 2001 results at the end of Year 6 have been consistently well above the national average. At the end of Year 2 results have been above and well above the national average, with a dip in writing and mathematics in 2000. The performance of boys and girls has been similar throughout. The school carefully analysed the dip in performance and targeted provision in writing and mathematics, resulting in much improved results in 2001.
3. Pupils perform particularly well at the higher level. In 2001, the proportion of pupils achieving level 3 in Year 2 and level 5 in Year 6 in all core subjects was consistently above the national average. By targeting writing and mathematics the percentage of pupils reaching level 3, in Year 2, in writing rose from 21% in 2000 to 38% in 2001, in mathematics from 5% to 15%. In Year 6, the percentage reaching level 5 in writing rose from 15% to 21%. These are significant improvements when measured against the national performance in writing.
4. The very good standards of older pupils are mirrored in other classes. The school carefully measures pupils' attainment and progress, predicting where pupils should be on a termly and yearly basis. The information provided by Baseline assessments when the children enter Reception Class, the outcomes of national tests, taken when the pupils are in Year 2 and the results of tests at the end of each year, are successfully used to predict pupils' attainment by the end of Year 6. A careful watch is kept on pupils' progress and any deviation from expected standards is followed up. For this reason pupils are kept on task and their progress is carefully monitored. All staff share a commitment to enable pupils to reach the highest possible standards.
5. This good progress is evident across the attainment range. Pupils with special educational needs are given good support. As a result, they meet the individual targets defined in their specific learning plans. Teachers and support staff provide work that is specially prepared for these pupils to motivate and extend them, without being over ambitious. This provision is regularly monitored and evaluated to ensure that it is appropriate to meet pupils' needs. Good targeted support is provided in Years 1 and 2, through the use of 'Popat' (Programme of phonic awareness training), improving pupils' reading and writing skills. The Additional Literacy Scheme successfully offers further support to pupils in Years 3 to 6, for those with identified particular literacy needs. Higher attaining pupils are also extended. The booster classes in Year 6 provide good preparation for the national tests and there is particularly close monitoring throughout Years 3 to 6 for those pupils who are on the boundary between National Curriculum levels, 4, 5 and 6.
6. Standards in English have improved as the result of the particular attention given to the relationship between reading and writing. Teachers have adapted materials from the National Literacy Strategy to compensate for the comparative weakness in writing. As a result, the gap has narrowed,

showing that the efforts of the school have been successful. This is because the school has focused on different types of writing and also involved pupils in the process. Very good guides are used by pupils to focus upon different aspects of writing, particularly those they will encounter in national tests. Strengths and weaknesses are identified and incorporated in individual pupil targets. In mathematics, teachers have worked hard to implement and develop the National Numeracy Strategy, tailoring it to the needs of pupils. Pupils are confident at mental mathematics and are able to apply those skills to solve problems. Year 6 pupils quickly calculated 6.5 multiplied by 12 and applied their knowledge in the construction of a conversion graph for metric and imperial measurements. Pupils' progress in science is also good and their standards high. Pupils in Year 2 confidently explain their predictions when considering whether materials are translucent or transparent. In Year 6 a very good classroom display illustrated well-reasoned analysis of the difference between solids, liquids and gases. In both cases pupils had very successfully presented the results of their work using information communication technology, word processing, using graphics and presenting data in different forms.

7. The school has recently been granted "Beacon" status and, through a carefully constructed Action Plan, aims to maintain and improve standards reached in English, mathematics and science through the sharing of good practice with other partner schools.

The overall quality of teaching is very good and is a major strength. This contributes significantly to pupils' high achievements.

8. At the time of the last inspection the quality of teaching was judged to be sound, with good and very good teaching observed. The quality has improved and during the inspection, in three quarters of lessons observed, teaching was judged to be good or better. No unsatisfactory teaching was seen. This high quality teaching makes a significant contribution to the high standards reached by pupils.
9. Teachers communicate confidently, identifying what they want pupils to learn and sharing it with them at the beginning of lessons. The pace of work is brisk and little time is wasted; pupils are straight into the activities of lessons. As a result teachers hold the attention and interest of pupils who are well motivated to learn. Pupils are kept on task and expected to behave in a way that doesn't disturb themselves or others, concentrating on the task in hand. In many lessons, teachers enjoy helping pupils to learn and create a buzz of enthusiasm through their own infectious fervour, for example in the reception class where pupils are encouraged by "come on team, we can do it." Lots of "good", "well done", "excellent" comments are made in response to the efforts of pupils throughout the school. As a result, pupils' behaviour is excellent and their attention is fully occupied with their work. In a Year 5 English lesson, for example, the teacher challenged the pupils to make them think deeply about rhythm and rhyme in poetry. Questions for the more able were very challenging, "How does the use of tense change the mood?" This had the result of making pupils even more enthusiastic. In a Year 3 science lesson the teacher posed the question, "do taller people jump further than smaller people?" Pupils contributed their ideas very effectively and determined a fair test, to discover the result. In a Year 6 mathematics lesson the teacher very effectively used questions at regular intervals to check the level of understanding, recognising misconceptions and moving the class on at a brisk pace.
10. The consistently high quality of teaching is an important factor in promoting high standards. Factors contributing to this high quality teaching include very clear planning, building upon the analysed results of pupils' assessments, a clear understanding of the subjects taught, high expectations, very good relationships between pupils and teachers and the very good management of pupils. Teachers also make very good use of the teaching spaces available to them, fully utilising the resource areas adjacent to the classrooms. In a Year 2 science lesson, for instance, some pupils were able to work in the adjacent computer suite whilst others worked in the classroom "base". In a Year 4 English lesson some lower attaining pupils were given additional literacy support from a well qualified and very knowledgeable support assistant. They were able to effectively use the resources area adjacent to the classroom for this small group work.

11. Many teachers promote pupils' independence by helping them to develop individual learning skills. In a Year 2 lesson, for example, the teacher encouraged pupils to use their dictionaries to identify suitable words in writing their story. In a similar way in Year 6, pupils were encouraged to use a dictionary and thesaurus when drafting poems and experimenting with personification and active verbs. The headteacher is keen to explore ways in which pupils learn and there are plans to provide professional development opportunities to explore the area further.
12. Subject co-ordinators and the headteacher regularly monitor the quality of planning to ensure that the level of challenge is consistently high across the attainment and age range. There is effective support for pupils with special educational needs, very effectively involving class teachers and the Special Educational Needs co-ordinator through the use of software to construct and review Individual Education Plans. This means that pupils make good progress. All support assistants are involved well, throughout the school, to provide both small group teaching and support in the classroom. This is an effective use of their time and has a positive impact upon the standards reached by pupils.
13. Pupils' personal and social needs, as well as their academic needs, are met successfully. The headteacher, governing body and staff are committed to creating a happy, secure working environment and ethos in which pupils feel valued and supported. The school aims to have pupils' whole development as a central target. The school pays very good attention to maintaining extremely high standards of behaviour. All teachers apply the behaviour policy very well. As a result, pupils receive a consistent message about what is acceptable and what is not acceptable. Teachers' management of their classrooms is important. Pupils are grouped compatibly according to their attainment levels. In some lessons, for example music and physical education, teachers group pupils in a way that will develop them socially. For example in a Year 5 physical education "country dancing" lesson pupils happily danced together and acted in a very mature way. The lesson proceeded at an orderly pace with no disruption to pupils' learning.
14. Throughout the school the high expectations of teachers are reflected in the very good standard of pupils' work on display, ranging from children's computer generated art work in the Reception Class, through good quality displays of literacy and numeracy work in Year 2 to extremely well written biographies and science displays in Year 6. The quality is consistent in all year groups and pupils speak proudly of their achievements.

The headteacher provides very strong leadership. Together with the support of the staff and governing body this provides a clear educational direction with a strong commitment to continuous improvement.

15. The headteacher provides excellent leadership, having a very clear vision for the school. He wants each pupil to achieve his or her personal potential and helps teaching and non-teaching staff to feel valued and supported. Subject co-ordinators are encouraged to become more fully involved in monitoring what happens in their subjects, so that they are now more responsible for standards. In doing this, staff grow professionally and contribute very effectively to the management of the school. Targets related to pupil performance, are set for staff, through the system of performance management, bringing the desire for high standards and continuous improvement to the forefront of the work of the school. Staff are encouraged to share fully in staff meetings and to contribute fully to the construction of the school development plan, so that decisions are taken openly according to clearly understood criteria. The school development plan is clear and detailed, with additional literacy, numeracy and Beacon school plans, giving a picture of developments over the next three years. Continuous improvement in pupils' academic success is central to all planning, with careful costing, timing and responsibilities clearly identified. Priorities from the development plan are closely linked to the annual budget, which is planned three years in advance with supporting advice from the chair of the governors' finance committee who has particular expertise in this area.
16. The issues from the last inspection have been very successfully addressed. The aims of the school are clearly stated and reflected in all areas of school life. Subject co-ordinators are now fully involved in the review, monitoring and evaluation of their curriculum areas. In particular, the school has made outstanding progress in the way in which the outcomes of the assessment of pupils'

progress have been used to raise standards. The information is also effectively incorporated in setting targets with pupils, to encourage even higher standards.

17. The governors contribute very well to the success of the school, having a very clear understanding of its strengths and weaknesses. They review aspects of the development plan regularly before the full annual review process. They are very much aware of their role as critical friend of the school, asking the difficult questions when they need to and working very closely with the headteacher. All decisions are related to the impact that they will have upon the standards reached in the school. The regular well-attended meetings and efficient committee structures ensure that details relating to the curriculum, premises and finance are considered in detail before the full governing body considers recommendations. The governors take a strategic view of important aspects that affect standards in the school. Thinking of the future, for example, a recently formed committee brainstormed ideas to build upon community relationships. The records of meetings are detailed, showing a good level of debate, recorded decisions and progress towards them. The good relationships within the school are evident at governing body level. They are proud of the school's Beacon status, but aware of the need to continue to improve. The culture of good relationships and hard work stems from the good example of the governing body and headteacher, who work very successfully together.

The pupils' excellent attitudes to work and mature behaviour contribute significantly to their high standards of achievement

18. In their responses to the questionnaire and at the pre inspection meeting parents were right when they said that pupils behave extremely well and have excellent attitudes to their work. Inspectors feel that this is a strength of the school and has a considerable impact on the very good ethos for learning. Pupils are very courteous to each other and to adults, including visitors. They enjoy contributing to class activities and talk with enthusiasm about their work and their contribution to it. They have a good understanding of the things they are good at and the areas in which they need to improve. The selective use of praise, in lessons, and the recognition of achievements are helpful factors in developing pupils' self-confidence and awareness of themselves and others. For instance, during an assembly, appreciation was expressed to pupils who have responsibilities in considering road safety, responding to the ideas put forward by other pupils. In Years 3 to 6 each class has appointed a mediator, who is the first point of call for other pupils who may have difficulties. They act in confidence and are successful in resolving a number of problems with other pupils. These opportunities contribute to the very good social and moral ethos that is evident in the school.
19. Pupils are very keen to please their teachers and to do what is expected of them. Very occasional silly behaviour is dealt with sensitively but firmly. Consequently, pupils know the difference between right and wrong, but do not feel that the atmosphere is oppressive. Indeed, pupils appreciate that the firm stance on behaviour is in their interest, placing limits on any aggression that might otherwise take place. Bullying in the school is almost unknown and there have been no exclusions for several years. The rate of attendance is well above the national average, which indicates that pupils enjoy coming to school, a fact borne out in the responses on the parents' questionnaire.

WHAT COULD BE IMPROVED

Planning for, and identification of, opportunities to develop pupils' appreciation of cultural diversity.

20. There are insufficient planned opportunities for pupils to become aware of the responsibilities and rewards of belonging to a culturally diverse society. Whilst aspects of world culture are covered, for example in art and design, music, geography, history and religious education lessons, they are largely related to European and western cultures. Opportunities to develop a clear understanding and respect for the traditions and cultures of others are infrequent. There are insufficient carefully planned opportunities to effectively link the current occasional displays, visitors to the school, visits outside the school and pupils' work. This, alongside the lack of cultural diversity in the school, limits pupils' knowledge and awareness of other cultures, restricting their ability to deal fully with either neutral or hostile reactions by others.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to further improve the quality of education provided by the school, the headteacher and governing body should now:

- (1) Include the development of pupils' appreciation of cultural diversity in curriculum planning, understanding the need for a mutual respect in a diverse society.
- (2) Identify specific opportunities for pupils to become aware of the responsibilities and rewards of belonging to a culturally diverse society.

(paragraph 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	8(42%)	6(32%)	5(26%)	0(0%)	0(0%)	0(0%)

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	221
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	22

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	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.0
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 (Year 2)

Number of registered pupils in Year 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	10	12	12
	Total	29	32	32
Percentage of pupils at NC level 2 or above	School	88 (97)	97 (97)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	19
	Girls	11	11	11
	Total	31	31	30
Percentage of pupils at NC level 2 or above	School	94 (97)	94(100)	91 (97)
	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 Year 6 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	23	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	22	20	23
	Total	36	34	38
Percentage of pupils at NC level 4 or above	School	95 (100)	89 (93)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	23	20	23
	Total	37	34	38
Percentage of pupils at NC level 4 or above	School	97 (100)	89 (93)	100 (100)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	221
Any other minority ethnic group	0

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)	9.6
Number of pupils per qualified teacher	23.0
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	57.5

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	2000/01
	£
Total income	371637
Total expenditure	371637
Expenditure per pupil	1681
Balance brought forward from previous year	-3186
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	40	56	3	0	1
Behaviour in the school is good.	49	43	6	0	1
My child gets the right amount of work to do at home.	36	54	7	1	1
The teaching is good.	60	38	1	0	0
I am kept well informed about how my child is getting on.	28	47	21	4	0
I would feel comfortable about approaching the school with questions or a problem.	46	35	7	6	6
The school expects my child to work hard and achieve his or her best.	56	43	0	1	0
The school works closely with parents.	21	44	24	10	1
The school is well led and managed.	31	40	7	10	12
The school is helping my child become mature and responsible.	51	42	0	1	6
The school provides an interesting range of activities outside lessons.	12	16	39	24	9

Summary of parents' and carers' responses

Issues were raised in relation to the information provided for parents about the progress of pupils, whether the school works closely with parents and the range of activities outside lessons.