

INSPECTION REPORT

STONE CROSS SCHOOL

Stone Cross, Pevensey

LEA area: East Sussex

Unique reference number: 114484

Headteacher: Mr M Spooner

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 4th – 5th July 2001

Inspection number: 195192

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Adur Drive
Stone Cross
Pevensey
East Sussex
BN24 5EF

Postcode:

Telephone number: 01323 461002

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Appropriate authority: Governing Body

Name of chair of governors: Mr P Mitchell

Date of previous inspection: March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stone Cross School is situated in the large village of the same name near Eastbourne in East Sussex. The school opened nine years ago and was purpose built to provide accommodation for fourteen classes. There are 461 children on the school roll aged from four to eleven which is almost double the national average. Numbers have increased by 140 since the last inspection and the school is full. There are two classes in each year group. There is an average of 33 pupils per class, but there are 35 in each Year 3 and Year 4 class. Pupils are drawn from the local surrounding area predominantly from a mixture of rented and private accommodation. Their attainment on entry to the school varies but overall is broadly average.

The headteacher has been in post since the school opened and is supported by fifteen full time, and three part time, teachers.

There are 108 pupils on the special educational needs register. This accounts for 23.4 per cent of the school roll, and is about average. Six pupils have formal statements under the terms of the DfEE Code of Practice¹ for special educational needs. Sixty-nine children are known to be eligible for free school meals, which at 15 per cent is broadly average. No pupils require extra support as a consequence of having English as an additional language.

HOW GOOD THE SCHOOL IS

Stone Cross is an excellent, highly effective school. High quality leadership and management enable the very good teaching to take place in an excellent learning environment. Staff and pupils get on very well together and pupils' response to the school is excellent. Standards are very high in more than English, mathematics and science at both key stages, with clear strengths in art and design and technology. The headteacher, governors, staff and parents work very effectively together to further pupils' academic and personal development. The school now gives excellent value for money.

What the school does well

- Standards, particularly in English, mathematics and science are very high because teaching is very good. Consequently, the school's ethos is excellent.
- Pupils' attitudes are excellent. Behaviour, personal development and the quality of relationships are very good.
- The school takes excellent care of pupils' personal and academic needs. Support for special educational needs is very good.
- The quality of leadership and management is excellent and produces an excellent learning environment.

What could be improved

- In the context of this excellent school there are no key issues to address. The school's own improvement plan has priorities to further develop provision for information and communication technology (ICT); the Foundation Stage²; and to continue to raise standards in creative writing. Noting that these are only relative weaknesses,

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all 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.

² From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of the reception year.

inspectors endorse such intentions.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in March 1997 raised two key issues for improvement. The school has made very good progress in addressing these with very clear planning which ensures handwriting and spelling are effectively taught; that pupils are on appropriate reading books; and that the Key Stage 2³ physical education curriculum meets requirements. In addition the school has achieved improvements through its own planning: notably in developing the quality of curriculum planning and in dramatically raising standards. The National Strategies for Literacy and Numeracy have been very successfully introduced and improvements to assessment and record keeping are reducing excessive paperwork, whilst giving a clearer picture of pupils' performance. The quality of teaching and learning has been significantly improved. On the basis of policy and planning already in place the school is well placed for future development. Since the last inspection the school's performance has been recognised with the 'Basic Skills Charter Mark' and an 'Excellence Award' from the DfEE.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores⁴ in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	B	A	A*	very high A* well above A average above B average
Mathematics	E	A	A*	A*	average C below average D well below E average
Science	D	A	A	A	

Early indications are that the positive trends shown year on year in this table have been maintained in Year 2001. Pupils are achieving very well as a result of very good provision. The school's performance for eleven years olds in Year 2000 was amongst the top five per cent of all similar primary schools⁵ nationally for English and mathematics. In mathematics the school was in the top five per cent compared with all primary schools. This represents significant improvement since the last inspection where standards were judged 'average'. Year 2001 results show that in science pupils' performance has improved at both key stages, with 25 per cent reaching above the expected level at Key Stage 1 compared with none at the time of the last report, and an impressive 59 per cent are now above the expected level at the end of Key Stage 2. The 23 per cent of pupils with special educational needs are doing well with most of them achieving nationally expected levels. Children in the

³ Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven and Key Stage 1 refers to pupils in Years 1 and 2 aged five to seven.

⁴ Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁵ Similar schools refer to those with between 35 and 50 per cent free school meals.

Foundation Stage make sound progress in Year R and the overwhelming majority are on line to achieve the prescribed Early Learning Goals⁶ before they begin Year 1.

In a short inspection it is not possible or intended to make detailed judgements about other subjects. However, evidence points to all other subjects being at least satisfactory with a variety of strengths: notably with standards in art clearly excellent, and in design and technology above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: pupils enjoy school and sustain concentration. They take obvious pride in their work.
Behaviour, in and out of classrooms	Very good: notwithstanding those who could and sometimes do present problems. Behaviour is managed very well.
Personal development and relationships	Very good: pupils take responsibility well and show initiative. They work well independently. Relationships are very good throughout.
Attendance	Good: above the national average with no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Sound with good features.	Good with very good features.	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 overall profile of teaching is very good. Of the 31 lessons observed all were satisfactory or better, with 87 per cent at least good, 39 per cent very good and one religious education lesson in Year 3 which was excellent. Work sampling evidence supports these statistics and shows that teaching is usually this good. This marks significant improvement since the last inspection where three per cent of lessons were unsatisfactory and seventeen per cent were very good. During this inspection thirteen teachers had sessions judged at least good, including nine who had very good lessons.

Teachers remain dedicated and enthusiastic and their very good teaching is instrumental in the high standards which pupils achieve at the end of Key Stage 2. Highlights of teaching are in high expectations, very good questioning, very good management of pupils, very good joint planning and very good relationships. Literacy and numeracy are consistently very well taught and support for special educational needs pupils, is very good, both in and out of class.

⁶ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and rich curriculum, well supported by visits and visitors. All requirements met. Homework used effectively. The curriculum is very well planned.
Provision for pupils with special educational needs	Very good: provision and support very effectively help such pupils to make very good progress. The contribution of learning support assistants is very positive. All pupils are fully included in school life.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good overall. Excellent cultural provision. Moral and social very good. Pupils know right from wrong and work and play very well together. Spiritual provision good, particularly in awe and wonder created through curriculum areas (notably art). Collective acts of worship sometimes fall short of what is required.
How well the school cares for its pupils	Excellent levels of care, both in terms of physical and academic needs. Assessment is very good and allows staff to set targets for pupils to help them make progress.

Parents support the school very well and have very positive views about its success. The quality of information available to parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher is very well supported by the senior management team and teachers serving as subject managers. The school has excellent educational direction which has resulted in very high standards. The aims and values of the school are very well reflected throughout all planning.
How well the governors fulfil their responsibilities	Very good support. Governors are very aware of the school's strengths and relative weaknesses. They are well informed and play an active part, particularly with regard to finance, personnel and the buildings.
The school's evaluation	Excellent analysis and use made of data and self evaluation to

of its performance	influence future planning both for the school as whole and to set targets for individual pupils. This has been very successful in bringing about dramatic improvements to standards.
The strategic use of resources	Very good. The school is managed very effectively through the excellent improvement plan. There are excellent links between finance and the needs of the curriculum. The large carry forward is appropriately earmarked for future developments and best value principles are followed very effectively.

The school provides very good quality teaching and a very effective curriculum for average costs. Standards are very high and as a result the school is judged as giving excellent 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"> • The school is very approachable. • Children like school. • Children are making good progress. • Expectations are high. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Even more information about progress and feedback about homework.

The overwhelming response of parents to the school is very positive. Inspectors support these sentiments. With regard to information about progress the school's assessment and record keeping is good and communication with parents is judged successful. A very small minority of parents expressed concerns about how staff changes this year had affected their children's progress. Inspectors find that changes were outside the school's control and that all reasonable steps have been taken to minimise any disruption.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'Standards, particularly in English, mathematics and science are very high because teaching is very good. Consequently, the school's ethos is excellent.'

1. At the end of both key stages standards are at least above average compared with all schools and similar schools. The good grounding produced in the Foundation Stage and at Key Stage 1 is very successfully capitalised upon in Key Stage 2. The effect of this is that by the time they leave Year 6 pupils' performance is very high in English and mathematics, and well above average in science. Results have improved dramatically since the last inspection and the school's upward trend over a four year period outstrips the national picture. Year 2000 Key Stage 2 results put the school in the top five per cent of similar primary schools nationally for English and mathematics; in mathematics the school was amongst the top five per cent of all primary schools. This is a considerable achievement. Early indications from national assessments carried out in 2001 show standards have been maintained. There has been marked improvement in science at Key Stage 1 where 25 per cent of the current Year 2 pupils have achieved higher than expected levels (where none did at the time of the last inspection!); and at Key Stage 2 where 59 per cent of Year 6 pupils attained the higher Level 5. All pupils including those with special educational needs achieved at least the expected national level in 2001, with more extensive work on experimental and investigative science making the greatest contribution. Key Stage 1

results in reading show that the percentage of pupils achieving the higher Level 3 has been improved from 27 per cent in Year 2000 to 38 per cent in 2001.

2. There is no significant difference between the performance of boys and girls. Records show that pupils' improvements during their time at the school from average attainment when they first arrive, is excellent. The school adds considerable value to pupils' performance, particularly the 23 per cent of pupils with special educational needs.

3. The school's high standards and dramatic improvements have been recognised by the DfEE through the 'Basic Skills Quality Mark' in 1999 and an 'Award for Excellence' in March 2001. Stone Cross was selected for a short inspection on the basis of its proven success.

4. In English very high standards are demonstrated in pupils' speaking and listening skills. Because of very good teaching pupils learn to question and discuss very effectively. For example, Year 6 analysed Greek myths to a very high level before confidently explaining their deliberations very clearly and engaging their audience. Year 5 presented their homework projects most articulately in a class assembly.

5. Pupils' reading is good for their ages throughout the school. Pupils have good reading habits and secure strategies to decode and understand texts. The clear majority of Year 2 pupils read independently, accurately and fluently. They make good use of the very good library and respond well to a range of books and reading materials. By the time they leave most Year 6 pupils have been taught very effectively and clearly understand the significant ideas of what they read. They are able to express their preferences and opinions well with good reference to text, and higher attainers demonstrate very good insight as a result of what they have read.

6. Pupils' writing skills are well developed at the end of both key stages as a result of very good teaching. Standards of handwriting and presentation are very good with a cursive style well taught from reception. Pupils write for a variety of reasons and there is a good balance between reporting from factual observation and research, with creative work. High quality examples of children's poetry and descriptive writing are evident throughout the school. For example, Year 4 writing inspired by Shakespeare from 'A Midsummer Night's Dream', and Year 5 imaginative stories about a wrecked windmill, are in advance of expectations.

7. The school, being aware of fluctuations in the proportion of pupils achieving the higher levels in writing over the past two years, has raised improving standards in creative writing as a priority. Whilst inspectors are pleased that the school pursues excellence, it is noted that pupils' attainment in writing is judged above average, and for more able pupils well above. Any weakness is relative to the school rather than national expectations.

8. In mathematics standards are consistently above national averages. Pupils can use and apply what they know very effectively to solve problems and by the end of Year 6, particularly higher attaining pupils show a high degree of understanding. The National Numeracy Strategy has had significant effects on pupils' awareness of, and use of, number. Mental work is well developed and pupils at both key stages show good accuracy, understanding and speed for their age. An appropriate diet of other mathematical activities in shape, space and measures, and through data handling, is provided, with the quality of the mathematics curriculum being very good. Pupils respond particularly well and most obviously enjoy the subject, producing work of high quality: for example Year 4 presenting statistical data about how parachutes behave in graph form; and Year 1 finding and recording numbers missing from sequences.

9. Both literacy and numeracy are consistently well taught and used very effectively to support other subjects: for example in Year 3 very good writing about life in World War II for

history; and Year 2 poems about eating habits linked to science and personal, social and health education.

10. The quality of pupils' learning and the standards pupils achieve are the direct result of the school's very good provision in terms of teaching and the rich curriculum it offers.

11. During the inspection no lessons were less than satisfactory, 87 per cent were good or better, a very creditable 42 per cent were very good or better; and one Year 3 religious education lesson was formally judged excellent. This very good profile of teaching takes into account:

- That 13 out of the 16 teachers observed had at least good lessons, including 9 very good;
- The teaching of teachers and learning support assistants in support for special educational needs pupils was judged at least good and in some instances very good and provision overall is very good. The school provides full equality of opportunity and all pupils are included in all activities;
- Good and very good teaching applies to lessons across the full range of the National Curriculum and for most teaching towards the Early Learning Goals of the Foundation Stage;
- Where teaching is at its best pupils' learning is very good, not only in English, mathematics and science, but, for example, in art where standards are excellent; and in design and technology where they are very good.

12. The quality of teaching is an undoubted strength of the school. A clear feature of success is the staff's very high expectations of work. These are exemplified by Year 3 work in the style of Roald Dahl. This was prepared through several drafts in pursuit of pupils' best work, drawn and written. High expectations of behaviour are demonstrated in Year 5 where pupils who have been identified as having special educational needs which could result in unacceptable behaviour, are managed very well and successfully encouraged to monitor their own actions.

13. Teachers support their own work and that of colleagues through detailed joint planning which ensures requirements are met, objectives are clear and that work will build on what children already know, understand and can do. Assessment information is used very well to determine what happens next.

14. Teachers and support staff question pupils very effectively in ways which require pupils to answer in sentences, such as Year R teachers, whilst taking children around the school on a 'clue hunt' asking, "Why do you think we've stopped here?" Pupils' literacy skills and personal development are very successfully prompted by teachers asking, for example Year 1, "How do these Mola patterns make you feel?" Skilful questioning prompts pupils to take things further and explore for themselves. There are many incidences of pupils being challenged with, "Do you think you can ...?" and "How can you make this better?" most obviously in design and technology and science work.

15. During the inspection there was plenty of evidence of the very positive effects of teachers' intervention in pupils' work. Pupils made better progress as a result and their understanding was enhanced. Staff obviously respect children and value their efforts. This is reflected in good marking and excellent display of pupils' work.

16. Staff have a very good knowledge and understanding of the primary National Curriculum and they work very well as a team. Very good monitoring by the senior management team and subject managers, and very good management of professional development, ensure that strengths are used well and that relative weaknesses are addressed. For example teachers' proficiency in using new ICT equipment is being improved through in-service training. Staff are highly committed to raising and maintaining

standards. When this is considered with the very good relationships common throughout the school it is possible to judge that the school's ethos is excellent.

'Pupils' attitudes are excellent. Behaviour, personal development and the quality of relationships are very good.'

17. Pupils' response to the school, staff, and their work, is excellent. During the inspection in what was one of the hottest weeks of the year in a building which lacks ventilation, pupils of all ages and abilities maintained concentration at all times. In 94 per cent of the lessons observed attitudes were judged as at least good and in 52 per cent of lessons very good or better. In 10 per cent of lessons pupils' response was excellent. In no lessons was response less than satisfactory.

18. This particularly positive response is due to a variety of reasons including:

- The school's well established, excellent ethos which is a combination of high expectations, a very strong commitment to raising and maintaining standards, and very good relationships;
- Very good teaching which challenges pupils at their own level as a result of very good assessment and record keeping. Pupils are made very aware of clear objectives. They feel respected and listened to;
- The excellent learning environment, where expert display features an excellent combination of pupils' work and teachers' comments and prompt questions. In every room and shared space, display stimulates children as well as recognising their performance.

19. Copious excellent examples of the extremely rich art curriculum are celebrated throughout the school as in the case of Year 6 high quality sculpture in the style of Giacometti; Year 5 studies derived from local artist Delphine Pope; abstract portraits after Picasso in Year 2; and very colourful Aborigine style hand prints in Year R. Pupils' response to this atmosphere of creativity is to aspire to very high expectations to produce their own high quality work.

20. The school feels that the current national restraints on time as a result of literacy and numeracy have curtailed some opportunities to develop non core⁷ subjects. However, at Stone Cross education for the whole child is judged very good. The richness of the curriculum on offer plays an important part in pupils' personal development. Pupils take initiative and responsibility, not only in roles such as librarians and class monitors, but in the curriculum, where in group work: for example in science, they negotiate who is to do what. Pupils were observed discussing and evaluating very effectively and meeting the school's high expectations that they should become active, independent learners.

21. Both provision for, and the quality of, pupils' personal development is very good. Pupils of all ages know right from wrong and show high levels of respect and consideration for others, resources and the building. Behaviour is judged very good. This is not to ignore the potential for some pupils to misbehave, particularly those who have individual education plans with behavioural targets. For example, there is an above average proportion of Year 5 pupils identified in this category. However, consistently good management of pupils by staff closely following the school's defined policy and procedures means that disturbances are kept to a minimum and pupils' learning does not suffer.

22. Very good provision overall for pupils' spiritual, moral, social and cultural development makes a very positive contribution to personal development. A wealth of opportunities for pupils to experience awe and wonder, particularly through art, means that although the

⁷ Non core subjects are art, design and technology, geography, history, music and physical education.

worship elements of assembly are underemphasised, spiritual development is good. Clear routines, expectations and plenty of instances designed to encourage children to work and play together, ensure that moral and social provision are very good. Opportunities for pupils to gain experience of their own and other cultures are excellent. As a result pupils have a very good awareness of other people's points of view and demonstrate considerable tolerance and respect.

23. Relationships between children and staff are very good. Part of the school's excellent ethos and learning environment is the obvious consideration of the rights and views of individuals. Staff pay attention to children's contributions, not only through the recently formed school council, but in their marking of work, and in listening to children. The school's new, very good programme for personal, social, and health education plays a significant part in allowing this to happen, especially through the very successful use of circle time⁸.

24. Pupils' overall very positive response to the school is reflected in above average attendance rates (with no unauthorised absence!). Ninety-nine per cent of parents in their response to the Ofsted questionnaire reported that their children like school. The quality and quantity of work pupils produce, and their enthusiasm for lessons and activities, confirm this.

'The school takes excellent care of pupils' personal and academic needs. Support for special educational needs is very good.'

25. The school's support for children is excellent. No health and safety issues were identified by this inspection. The high quality of physical care for children is evident in the school's very good procedures for child protection, supervision, first aid and very good communication with parents regarding medical needs. Staff, including non teaching support assistants and those in the office, know children very well. Very good records of pupils' personal circumstances and needs ensure that prompt, appropriate action is taken should there be a problem. Better facilities to look after sick children until their parents can collect them are planned as part of building works scheduled for this summer.

26. An excellent example of care is that pupils' academic needs are very well planned for as a result of careful assessments which begin soon after children are admitted to reception. There is very regular and meaningful testing and assessing each year. Data is very effectively used to:

- Provide work at different levels within the class, group or set;
- Set targets for the individual to make improvements: for example highlighting which pupils are at the borderline of various National Curriculum levels in order to help them make improvements;
- Provide a measure of progress for both the success of the school and each individual's performance.

27. Academic records are comprehensive and well documented. The school continues to look for ways to make this process less time consuming, but such data is invaluable and makes a very good contribution to the quality of pupils' education. This is particularly successful in guaranteeing provision for those 23 per cent of pupils with special educational needs and for higher attainers.

28. Careful assessment and, where necessary, links with outside agencies ensure that pupils' individual education plans are of very good quality. Such special needs pupils are very well supported by teachers and learning support assistants in a mixture of whole class, withdrawal, and activities setted in ability groups. There is very good communication

⁸ In these lessons, pupils sit in a circle, and through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

between staff and with parents and pupils. Objectives are clear and focus on small steps which once achieved, form the basis of future work. The resulting success encourages pupils' self esteem and gives staff job satisfaction. A major part of the school's success is that the overwhelming majority of pupils with special educational needs attain at least average levels before they leave. In science this year in Key Stage 2 tests every child achieved the nationally expected level.

29. All requirements of the DfEE Code of Practice for special educational needs are fully met and all pupils, including those statemented for extreme needs, receive their full entitlement to support and the National Curriculum. All pupils are fully included in school life and the school's consideration of equality of opportunity is very good.

30. There is very good consideration of the needs of more able, higher attaining pupils. Extension work is planned as part of most class work and setting for literacy and numeracy means such children can be moved on at their own level. The proof of the success of such provision is evident in the proportion of pupils achieving higher than nationally expected levels in National Curriculum assessments. In 2001 38 per cent of Key Stage 1 pupils achieved the upper Level 3 in reading, 17 per cent in mathematics and 25 per cent in science. At the end of Key Stage 2, 38 per cent of pupils achieved the higher Level 5 in English, 49 per cent in mathematics and, a very creditable, 59 per cent in science. In Year 2000 and 2001 three and four per cent of pupils respectively gained Level 6 in mathematics. This level is usually associated with secondary education.

31. The school is very successful in pursuing its stated aim to provide for the whole child, giving equal weighting to personal and academic development. This is a clear strength of the school.

'The quality of leadership and management is excellent and produces an excellent learning environment.'

32. The headteacher's leadership is excellent. His management of the staff as a very good team is of high quality. All the positive features of the school already described in this report are the direct result of this. Together with a very effective senior management team the head ensures the school's clear educational direction through very effective procedures which collate contributions from staff and governors. Once this information has been debated in senior management and governors' meetings it is prioritised and presented as the school's 'improvement plan'. The quality of the current plan is excellent. It clearly shows timescales, allocates responsibilities, and itemises cost implications, as well as identifying success criteria in advance to judge progress by.

33. The headteacher and governors very effectively monitor the success of the improvement plan. There are excellent analyses of data, both financial and from regular assessments about pupils' progress, to detail the success of the school's provision. Governors make a very good contribution to the running of the school, lending support and expertise which makes a real difference. For example, very good minutes of governors committees and whole governing body meetings show that they play a vital part in financial control; personnel matters (for example monitoring performance, management targets; and overcoming temporary staff shortages for the Foundation Stage); and in managing improvements to the building. With the exception of ensuring that all assemblies fully meet requirements as acts of collective worship governors fulfil all statutory obligations. A really positive feature of governors' involvement is their links with subjects, supporting curriculum managers as critical friends. This is in no small part responsible for governors having a very good awareness of the strengths and relative weaknesses of the school.

34. Subject managers are very successful in monitoring the success of curriculum planning, standards, provision in terms of resources, and the delivery of actual teaching. Pupils' high achievement is the direct result of very good evaluation and subsequent

modification of future planning, based on detailed analysis of both the school and pupils' performance.

35. Managers are empowered very effectively by excellent job descriptions which make responsibilities and expectations very clear. The school demonstrates its commitment to monitoring by allowing staff time to carry it out on a regular basis. All managers are expected to co-ordinate their subjects and aspects, manage budgets to support resources and lead in-service training. The success of their work is reflected in very good resourcing levels and good staff knowledge and understanding of the National Curriculum.

36. The school quite rightly has identified improvements to resourcing for ICT and in providing ride on toys for the Foundation Stage as priorities. However, overall the school is very well resourced, and this together with excellent display and a very well maintained building, gives rise to the judgement that the learning environment is excellent.

37. Best value principles are followed very well and consequently resources are of very good quality. Financial management, day to day and long term, is excellent. Administrative staff make a highly successful contribution to the running of the school; providing information to head, governors and staff which enhances budgetary control.

38. The school is very efficiently run with staff, time, resources and space particularly well used to enhance pupils' education. Communications are managed very well and it is not surprising that the parents feel the school is very approachable.

39. Leadership and management were described as very good in the last inspection, as the school has grown so have these qualities. Policies and practice already in place mean that the school is very well placed for the future.

WHAT COULD BE IMPROVED

40. There are no key issues for the school to address.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. In the context of this excellent school there are no key issues to address. The school's own improvement plan has priorities to further develop provision for information and communication technology (ICT); the Foundation Stage; and to continue to raise standards in creative writing. Noting that these are only relative weaknesses, inspectors endorse such intentions.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

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

16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	39	45	13	0	0	0

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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	461
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461

Number of full-time pupils known to be eligible for free school meals	69
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69

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	6
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6

Number of pupils on the school's special educational needs register	108
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108

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
---	---

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	21
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21

Pupils who left the school other than at the usual time of leaving	18
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18

Attendance

Authorised absence

%

School data	4.7
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4.7

Unauthorised absence

%

School data	0
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0

National comparative data	5.2
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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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	31	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	33
	Girls	30	30	30
	Total	59	60	63
Percentage of pupils at NC level 2 or above	School	92 (89)	94 (95)	98 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	33	33
	Girls	29	30	31
	Total	59	63	64
Percentage of pupils at NC level 2 or above	School	92 (92)	98 (92)	100 (95)
	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	30	33	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	29
	Girls	33	33	33
	Total	60	62	62
Percentage of pupils at NC level 4 or above	School	95 (88)	98 (88)	98 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	27
	Girls	30	33	32
	Total	53	58	59
Percentage of pupils at NC level 4 or above	School	84 (88)	92 (88)	94 (95)
	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	1
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	391
Any other minority ethnic group	7

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	3	0
Other minority ethnic groups	2	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)	17.8
Number of pupils per qualified teacher	25.9
Average class size	32.9

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	478

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	744607
Total expenditure	771170
Expenditure per pupil	1670
Balance brought forward from previous year	99714
Balance carried forward to next year	73151

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	461
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	1	0	0
My child is making good progress in school.	76	20	4	0	0
Behaviour in the school is good.	69	30	0	0	1
My child gets the right amount of work to do at home.	46	47	6	0	1
The teaching is good.	75	21	4	0	1
I am kept well informed about how my child is getting on.	56	34	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	2	0	0
The school expects my child to work hard and achieve his or her best.	75	22	4	0	0
The school works closely with parents.	54	39	6	0	1
The school is well led and managed.	69	28	3	0	0
The school is helping my child become mature and responsible.	69	28	3	0	0
The school provides an interesting range of activities outside lessons.	49	28	5	3	15