

INSPECTION REPORT

ST PAUL'S CE PRIMARY SCHOOL

Mill Hill, London

LEA area: Barnet

Unique reference number: 101326

Headteacher: Mr R Archibald

Reporting inspector: Mr J G F Parsons
22546

Dates of inspection: 13th-14th November 2001

Inspection number: 195783

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 aided

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: The Ridgeway
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London

Postcode: NW7 1QU

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Appropriate authority: The governing body

Name of chair of governors: Mr B Martin

Date of previous inspection: 30th July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's Church of England Primary School is an average size voluntary aided school for pupils aged from 4-11 years. There are currently 203 boys and girls on roll, with more boys than girls. The school is oversubscribed. There is the full-time equivalent of 23 children in reception. The school is situated in a residential area of Mill Hill and takes pupils from the surrounding area. A significant number of pupils travel considerable distances. Pupils come from a range of backgrounds. They start school with skills that are above those expected for their age especially in speaking and listening. Employment in the area is high. There are 22.6 per cent of pupils who are from minority ethnic groups. A high percentage of pupils speak English as an additional language (7.8 per cent). The percentage of pupils eligible for free school meals is below the national average (3.4 per cent). The proportion of pupils identified as having special educational needs (17.7 per cent) is also below average. A few pupils have statements of special educational needs, these include:

- specific learning difficulties (dyslexia);
- profound and multiple learning difficulties;
- and emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is a very good school that offers very good value for money. Children in reception receive a very good foundation. Excellent teaching across the school means that the school achieves standards that are well above the national average in English, mathematics and science. Standards are also well above those of similar schools. The school has achieved these high standards for a significant period of time. The very good leadership and management skills of the newly appointed headteacher have enabled the school to maintain and improve on the quality of education provided. Pupils from minority ethnic groups and those who speak English as an additional language achieve as well as, and frequently better than, their peers. They are fully integrated in all activities and the life of the school. The school is scrupulous in ensuring that all pupils regardless of background are given the opportunity to develop fully.

What the school does well

- The quality of teaching is excellent across the school and teachers work closely as a committed and dedicated team.
- Standards in English, mathematics and science are at least well above the national average and high quality learning was evident in all lessons.
- The adoption of the Foundation Stage curriculum and early learning goals has been very effective. The school offers a varied and enriched curriculum especially in terms of literacy and numeracy. A particular strength of the curriculum is the pupils' exposure to great literature.
- Very effective monitoring, evaluation and assessment procedures underpin all the school's work.
- The school is very well led and managed by a headteacher committed to an *open door* policy. Staff and parents find this encouraging. His approach has enhanced his relationship with the governing body, which holds both the headteacher and school to account.
- Pupils have a very good attitude to school, they are well behaved and make a positive contribution to the school's learning environment.

What could be improved

- The non-fiction library is not as high quality as the fiction library. In consequence, pupils' library skills are not comparable with their other literacy skills.
- Use of support assistants during whole-class discussion is inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement overall in the following:

- standards have been maintained in English, mathematics and science and have been improved in information and communication technology;
- teaching has improved and is now excellent overall;
- the links with parents have been improved by the *open door* policy implemented by the new headteacher and improved information to parents;
- the school has enhanced the development of literacy and numeracy by the very effective adoption of the national strategies;
- English has been enriched by the extended use of high quality children's literature;
- the information and communication technology provision has been improved in terms of the curriculum, the resources and the quality of teaching.

The school was previously inspected in June 1997, since then all the issues in the previous inspection have been addressed effectively as follows:

- curriculum policies and schemes of work have been developed in art and design, design and technology, geography, history and music to guide teachers;
- assessment procedures are in place for all subjects and marking is evaluative;
- the school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
mathematics	A	A*	A*	A
science	C	A	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

The standards by the end of Year 2 in year 2001 national tests were as follows:

- in reading, writing and mathematics standards were well above average;
- compared to similar* schools, standards were above the national average in reading and well above in writing and mathematics;
- particularly noteworthy was the high number of pupils achieving the higher level 3 result:
 - 48 per cent compared to 29 per cent nationally in reading;
 - 21 per cent compared to 9 per cent in writing;
 - and 52 per cent compared to 28 per cent in mathematics.

By the end of Year 6 in year 2001 national tests:

- in English and science standards were well above the national average and in mathematics they were very high, in the top 5 per cent of results in the country;

- compared to similar* schools standards were above the national average in reading and well above average in writing and mathematics;
- particularly noteworthy was the percentage of pupils who achieved the higher level 5:
 - 48 per cent compared to 28 per cent nationally in English;
 - 52 per cent compared to 25 per cent nationally in mathematics;
 - and 59 per cent compared to 34 per cent nationally in science.

Other important statistics are:

- since 1997 the school has followed the national trend of improvement in English, mathematics and science but standards were always higher than the national average.

The inspection found that:

- the school is achieving very good standards in English, mathematics and science by Year 2 and Year 6, due to the excellent teaching;
- children start school with standards that are above average and make a very good start in reception;
- the early learning goals of the Foundation Stage are all achieved and frequently exceeded by the time pupils start Year 1;
- speaking and listening skills and literacy are well developed, with effective questioning by teachers and very good dialogue in the classroom and numeracy skills are well developed;
- standards in information and communication technology have been improved and are now very good due to improved equipment and better teaching skills;
- standards in all lessons seen were at least in line with those expected for pupils' age, and in art and design and music they were above;
- the school has set challenging but achievable annual targets in English, mathematics and science, which it has met or exceeded.

*Similar schools are those that have a comparable number of pupils eligible for free school meals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a very good attitude to their work and concentrate hard and remain on task for extended periods.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in the classroom and around the school.
Personal development and relationships	Very good. This a particularly strong feature of the school and pupils and staff are respectful of each other.
Attendance	Very good.

TEACHING AND LEARNING

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

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 high quality of teaching is a strength of the school. In lessons observed 92 per cent were good or better, 77 per cent very good or better and 12 per cent excellent. There was no unsatisfactory teaching. The excellent quality of teaching in the Foundation Stage gives children a most effective grounding. Teachers have excellent knowledge in English and mathematics and of the National Literacy and Numeracy Strategies across the school. They very effectively use probing questioning and dialogue to develop pupils' learning and intellectual activity. Lessons are planned in detail and are carefully pitched to develop pupils of all abilities and inspire a love of learning. Teaching is effective in supporting those pupils:

- with special educational needs;
- who are high attainers;
- who are from minority ethnic groups;
- and those pupils who speak English as an additional language.

The use of resources is particularly good and these are carefully selected to promote pupils' learning. They are frequently made by teachers themselves. Pupils learn very well through the high quality dialogue that takes place in the classroom and the very well-planned lessons. This enables pupils to operate at a very high level. For example, analysing the text of Shakespeare's *'The Tempest'* in Year 6. Teachers know their pupils very well through very good assessment procedures and treat them as individuals, understanding their strengths and weaknesses. This enables teachers to set appropriate targets for pupils' development. Teachers are effectively supported by well-qualified classroom assistants, however, occasionally these assistants are not fully engaged in helping teachers especially during whole class discussions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Literacy and numeracy strategies have been very well implemented and the use of high quality literature enriches the curriculum. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Very good. These pupils are well supported.
Provision for pupils with English as an additional language	Very good. These pupils are fully integrated and achieve at a similar level to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school assemblies are well constructed to develop spirituality within a strong Christian framework. Pupils quickly learn to socialise. Spirituality is further developed in literature, art and music. Christianity underpins pupils' strong moral development and visits and visitors develop pupils' cultural understanding.
How well the school cares for its pupils	Good overall. Good child protection procedures are in place. Very good assessment procedures have been introduced that monitor pupils' individual development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The newly appointed headteacher continues a tradition of strong leadership and management by Christian example. He is well supported by key staff and an effective team of teachers committed to high standards.
How well the governors fulfil their responsibilities	Very good. The governors take a keen interest in the school and hold it and the headteacher to account.
The school's evaluation of its performance	Very good. The systematic and analytical approach to this has led to improved knowledge of the effectiveness of the school.
The strategic use of resources	Very good. The school uses the principles of best value in expenditure and the careful prioritisation of initiatives is most effective.

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 majority of parents agree that their children like school, are making good progress and behave well. Most parents agree that teaching is good, they would be comfortable approaching the school and that the school expects their children to work hard. Parents agree, in the majority, that the school works closely with them, that the school is well led and managed and helps their children to become mature. They also agree that the school offers an interesting range of activities. 	<ul style="list-style-type: none"> A few consider that their children do not get the right amount of work to do at home and that parents are not well-informed.

Inspectors agree with parents' positive views. The inspection found that homework set was challenging but achievable and extended pupils' learning. It also found that the newly appointed headteacher has improved communication with parents and information is now very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is excellent across the school and teachers work closely as a committed and dedicated team.

1. Consistently high quality teaching is a major strength of the school. It is the consistency of teaching and high expectations of pupils that enables the school to achieve very good standards in the national tests year-on-year. In lessons observed 92 per cent of teaching was good or better, 77 per cent was very good or better and 12 per cent was excellent. There was no unsatisfactory teaching.
2. In the reception class the teacher is most effective at developing children's skills especially in terms of literacy and numeracy. Many children start school with skills that are above average, especially in speaking and listening. The teacher builds on these skills using a good range of effective questions with children establishing a dialogue with them. For example, in a science lesson with a strong literacy reinforcement, children discuss the differences between domestic and wild animals and where they live. One child says '*a rabbit doesn't live in a bird cage because it is too big*'. This high quality discussion develops children's learning and they make rapid progress especially in literacy and numeracy, and more recently information and communication technology skills. The newly acquired computers give children many more opportunities to extend their skills. This means that children reach or in many instances exceed the early learning goals in the Foundation Stage.
3. In Years 1 to 6 teachers continue this very good development of pupils' literacy and numeracy skills by continuing with high quality discussion in lessons. The school has adopted the approach of the National Literacy and Numeracy Strategies in many lessons. This means that almost all academic lessons start with a whole class discussion, and a strong feature of these lessons is the high quality discussion that takes place. For example, in a very good Year 6 lesson on great literature pupils discuss what Caliban, a character from Shakespeare's '*The Tempest*', is like and pupils use words like '*deformed*' in their discussion. In an excellent art and design lesson in Year 4 pupils discussed '*the Restless Sleeper*' by René Magritte an artist who used dream sequences in his work. The teacher explored pupils' understanding of this, encouraging them to express complex ideas clearly. Pupils identified that objects floating in space as dreams do not have to make sense and are not necessarily based on reality.
4. Lessons are carefully planned using national guidance where appropriate but tailoring the curriculum carefully to pupils' needs. Teachers use the whole school assessment procedures to ensure that work is pitched appropriately to pupils' needs. This is effective and ensures that pupils of all abilities achieve well and are productive. This includes those pupils:
 - who have special educational needs;
 - who are gifted and talented;
 - who are from minority ethnic groups;
 - who have English as an additional language.

They are all given work of appropriate challenge and this ensures that they achieve to best of their ability. Frequently, at the end of lessons teachers reinforce what pupils have learned through a question and answer session or a short oral test to check pupils' recall. In all the lessons where this occurred, pupils' recall was very good and they showed that they had been learning effectively during the lesson. For example, in a Year 3 history lesson during the final or plenary session, the teacher was very effective at encouraging pupils to explain the location and use of various buildings in a Roman town. Pupils knew that an *aqueduct* carried water and an underground *hypocaust* heated the communal baths. Teachers plan together and work very closely as a team. This ensures good continuity in the work they do, it also ensures that the school has a corporate style of teaching with uniformly high expectations of pupils. This leads to lessons that are of consistently high quality.

5. Teachers manage their pupils very well and insist on high standards of behaviour both in the classroom and around the school. This means that pupils remain closely on task for long periods of time and listen carefully to the teacher. It is rare to see a pupil's attention wander, and no challenging or inappropriate behaviour was seen during the inspection. Teachers and pupils respect each other and teachers are sensitive to pupils' feelings. In one lesson, for example, the teacher checked with a pupil before a piece of writing was held up for scrutiny by the class.
6. Teachers use time effectively and lessons are briskly paced with clear objectives always in view. Teachers use information and communication technology effectively and as well as computers, overhead projectors, video projectors and tape recorders are used effectively in lessons. Other resources such as *big books* in literacy lessons and teacher made number cards in numeracy lessons are effectively used in lessons. Teacher assistants are efficiently used in most lessons and particularly when they work with groups of pupils.

Standards in English, mathematics and science are at least well above the national average and high quality learning was evident all lessons.

7. The standards by the end of Year 2 in year 2001 national tests were as follows:
 - in reading, writing and mathematics standards were well above average;
 - compared to similar* schools standards were above the national average in reading and well above in writing and mathematics;
 - particularly noteworthy was the high number of pupils achieving the higher level 3 result:
 - 48 per cent compared to 29 per cent nationally in reading;
 - 21 per cent compared to 9 per cent in writing;
 - and 52 per cent compared to 28 per cent nationally in mathematics.

In reading and writing, the inspection found high attainers in Year 2 that were reading text that was a year or even two years above their chronological age. There has been a significant improvement in the quality of writing. The very good results at the higher level 3 and at the higher level 2A, (24 per cent compared to 19 per cent nationally) is a particularly strong result in writing. A good deal of development work has occurred in the school to improve writing. Development of the National Literacy Strategy has been a priority. This has resulted in additional time given to improving writing, which has been most effective.

8. By the end of Year 6 in year 2001 national tests:
- in English and science standards were well above the national average and in mathematics they were very high;
 - particularly strong was the percentage of pupils who achieved the high level 5:
 - 48 per cent compared to 28 per cent nationally in English;
 - 52 per cent compared to 25 per cent nationally in mathematics;
 - and 59 per cent compared to 34 per cent nationally in science.

In English the quality of speaking and listening is a particularly good feature across the school. High quality speaking and listening has had a positive impact on pupils' learning in all subjects:

- it ensures deep understanding of the topic taught;
- and helps pupils to concentrate on the task they are doing.

The quality of writing has been significantly improved and is reflected in the school's results. The adoption and refinement of the National Literacy Strategy and the very good use of drama and literature have been major factors in this improvement.

9. In mathematics, results were in the top 5 per cent of schools nationally in Year 6. The high standards in mathematics are as a direct result of:
- the effective implementation of the National Numeracy Strategy;
 - and the high quality development of numeracy skills through good teacher questioning.

Pupils' good literacy skills enable them to interpret written problems effectively in mathematics and pupils show very good mental agility in numeracy lessons.

10. In Year 6, all pupils achieved at least the national average in science in year 2001 national test results. Results were well above the national average compared to all schools and when compared to similar schools. This high quality of work in science is directly due to pupils' very good learning, the depth of their understanding and the use of high quality practical activities. Since 1997 the school has followed the national trend of improvement in all tested subjects nationally but standards were always higher than the national average.
11. The inspection found that children start school with standards that are above average and make a very good start in reception due to excellent teaching. The early learning goals of the Foundation Stage are all achieved and frequently exceeded. Pupils with special educational needs achieve well and make very good progress frequently achieving the level expected for their age in tested subjects. Pupils from minority ethnic groups or who have English as an additional language achieve standards that are in line with and sometimes above their peers. The school is achieving very good standards in mathematics, English and science subjects due to the excellent teaching. Teachers excellent subject knowledge, excellent pupil management skills and very well-planned lessons are important factors in the school achieving these results. Standards in information and communication technology have been improved and are now very good due to more and better equipment and improved teaching skills in the subject. Pupils research using both books and the computer and their good literacy skills benefit all subjects that require research skills such as history and geography. In all lessons seen standards were at least in line with those

expected for pupils' age and in art and music they were above.

*Similar schools are those that have a comparable number of pupils eligible for free school meals.

The adoption of the Foundation Stage curriculum and early learning goals has been very effective. The school offers a varied and enriched curriculum especially in terms of literacy and numeracy. A particular strength of the curriculum is the pupils' exposure to great literature.

12. The Foundation Stage has been successfully introduced in the reception class and children achieve and frequently exceed the early learning goals. Parents consider that when their children start school they are quickly integrated and learn well. The high quality of teaching in reception ensures that children make rapid progress. Lessons are very well planned and the development of the early learning goals *communication language and literacy* and *mathematical development* is very effective. Children learn through play and frequently converse with each other in a mature way. They learn to weigh, using sand and water and to measure using bricks and building blocks. The very carefully organised lessons ensure that children remain on task for extended periods. They quickly learn to become self-confident, independent learners. When role-playing with an adult in one lesson children acted as waiters and asked '*would you like some spaghetti bolognese?*' In a lesson developing the early learning goal *knowledge and understanding of the world* they discuss articulately which animals are domestic pets and which are wild animals.
13. The curriculum provided by the school includes all the subjects of the National Curriculum and religious education. It is relevant to the ages, needs and interests of all pupils. The curriculum in art and design, design and technology, geography, and music, was regarded as under-developed in the previous inspection. These subjects have now been fully implemented using the national guidance provided. The curriculum, especially in the National Literacy and Numeracy Strategies, has been carefully tailored to meet the needs of the school.
14. The school provides a wide range of extra-curricular subjects. This includes individual tuition in instruments such as clarinet and saxophone by a visiting musician, and sports clubs run by teachers after school. Outside visits for pupils and visitors to the school enhance the curriculum and adds to the variety activities offered.
15. Great interest is shown in literature across the school but especially in Years 3 to 6. This further enhances the curriculum, developing pupils' interest and appreciation of great works of literature. For example, in a very good Year 5 lesson pupils' studied metaphors in the poem of *The Highwayman*. There was very good development of pupils' understanding of why particular words are used in poetry, through good class discussion. This enabled pupils to decide what is the most powerful language used in the poem. One pupil said during this lesson that '*waxen is a word you don't normally use but it's good in poetry*'. This development of pupils' personal response to literature is most effective and helps to ensure highly developed literacy skills. In Year 6, in another very good lesson, pupils study why a text affects a reader emotionally. Pupils' discussion shows considerable depth of thought as they discussed what the character Caliban looked like in Shakespeare's *the Tempest*. One pupil said he looked '*like a 100 year old tortoise*'. Pupils look up metaphors in a thesaurus to check the suitability of their descriptions. Much time is spent in literature lessons ensuring that pupils understand the grammar and punctuation that makes the text readable. The use of literacy is particularly strong across the curriculum and the high quality of dialogue and good use of language was a very good feature in many lessons. The

new computer suite is used well to teach information and communication technology and pupils respond well to the direct and structured teaching in this subject.

Very effective monitoring, evaluation and assessment procedures underpin all the school's work.

16. Within the teaching and learning policy there is a detailed section about monitoring the performance and effectiveness of the school. There is a timetable for monitoring including observation of lessons with written feedback to teachers and analysis of pupils' work. This information is also used in the performance management procedures for teachers. Lesson observations are made by the headteacher, deputy headteacher and subject co-ordinators. Key aspects of teaching and learning are commented upon in lesson observations. Lesson observations are followed up by professional development interviews that relate to the lessons observed. Frank and open discussions take place about the teachers' performances. Lesson observations are then followed up to ensure that any points for development has been acted upon by teachers. The inspection found that all staff were, without exception, keen to improve their performance. There is a very good professional culture within the school. This enables teachers to act as critical friends to each other, leading to effective professional development and constant improvement of teaching and learning.
17. The school has developed assessment procedures in a methodical and systematic way. Some procedures were already in place, but the new headteacher has refined and improved them to make them more effective. This ensures that teachers know their pupils really well. In particular, the introduction of procedures to record individual pupils' progress is proving most effective. Detailed data about pupils is collected not only from the national tests, but also from optional tests that are taken in each year. The school is looking for year-on-year improvement in terms of National Curriculum levels and standardised scores in Years 3 to 6. At the end of the year, teachers carry out a detailed tracking process and the results of these are held in year group assessment files. The information from these informs the future teaching and planning in the coming year. During the year, teachers' mark sheets within assessment files show the results of day-to-day teacher assessment. This informs the target setting process. It is this precision in assessment that is an important factor in the effectiveness of the teaching.

The school is very well led and managed by a headteacher committed to an *open door* policy. Staff and parents find this encouraging. His approach has enhanced his relationship with the governing body, which holds both the headteacher and school to account.

18. The headteacher was appointed in April 2001 and took over what was an already successful school. He immediately embarked on evaluating the school and refining some of the procedures in place. In particular the development of teaching and learning and assessment have been modified and made more effective.

19. The headteacher has a keen vision for what sort of school St Paul's should be. He operates within a strong set of aims and objectives, set within a Christian framework. The school is committed to high standards in all aspects of school life. His open management style is popular with parents and they like the approachability, and also the informative news letters that are distributed. The headteacher has also introduced rigorous monitoring of teaching and learning. He realises that if the school is to maintain and improve on its consistently good standards then the key is constant professional development of staff. The school staff are receptive to this. There is a strong commitment to improve the quality of education and a great capacity to succeed amongst the teachers and all the adults involved in the school. This feeling of teamwork was evident in the school, and teachers are dedicated professionals who are positively motivated to teaching, committed to high standards and have high expectations in their teaching.
20. The well-motivated governing body is keen to support any initiatives that they consider will lead to high standards. They fully support the headteacher and his team in their endeavours. The governors share the headteacher's strong vision for the future of the school and they are fully aware of their statutory duties and take care that they are met. They have a clear understanding of the school's strengths and areas for development and governors hold the school and the headteacher to account. Governors visit the school regularly and meet once every term and are given a detailed report from the headteacher. Governors are also involved in formulating the school development plan. This is a detailed document that is fully costed and gives a detailed account of the school's priorities and methods by which success of the outcomes can be determined. The headteacher reports back to the governing body on progress towards the goals outlined in the school development plan. Governors control the school's resources carefully and make sure that the principles of best value are observed through careful monitoring and evaluation of expenditure on goods and services. Specific grants are carefully prioritised for designated purposes. The headteacher is well regarded and has strong leadership skills. He has quickly established himself in the school and the governors, staff and parents respect his judgement. Very good leadership, together with high quality teaching and learning and very good standards, means the school offers very good value for money.

Pupils have a very good attitude to school, they are well behaved and make a positive contribution to the schools learning environment.

21. Pupils enjoy school. They behave well in and around the school and during the inspection no inappropriate or challenging behaviour was seen. As with everything within the school, this is not left to chance and is in large part to do with the school's systems underpinned by Christian values. The school keeps a record of pupils' personal and social development. This gives details of their skills and attitudes towards their work, their behaviour and relationships. Pupils are given opportunities to develop their social skills on school visits and it is on record that without exception pupils were well-mannered and behaved during recent school excursions. This good behaviour is apparent within the school. High expectations of behaviour are based on:

- respect for other people;
- Christian attitudes;
- the importance parents place on good behaviour at home.

This leads to an harmonious and productive school community.

22. The school has a behaviour policy and pupils who are involved in any incident that is regarded as sufficiently serious are given a behaviour record sheet. Five of these were issued in the term previous to the inspection. There have been no exclusions of pupils in the recent past. Pupils are fully involved in contributing to the life of the school community. They attend special church services, dramatic and musical productions and sports events. Pupils are encouraged to support charities or good causes. For example:
- *Jeans for Genes*;
 - *The British Heart foundation*;
 - *The Blue Peter Appeal*;
 - *St Paul's Church Harvest Festival Appeal* in the adjacent church.
23. A particularly good feature of the school is the degree to which pupils of all ages concentrate on their work and remain on task for extended periods of time. Children at the Foundation Stage learn to socialise quickly and concentrate on the tasks set. Many are already quite mature in this respect, when they join school. Pupils across the school are attentive and listen carefully, reinforcing their learning by asking questions of the teacher. The strong integration of pupils from different minority ethnic groups and those with English as an additional language ensure that the school is a harmonious place.
24. The school is a happy place in which pupils learn and work well and pupils enjoy coming to school. This positive atmosphere is conducive to pupils achieving success. The school's strong Christian values and the behaviour policy help pupils to feel secure and happy. The headteacher and governors consider it a basic right that pupils attend a school, which they enjoy and feel safe. The inspection found that the school achieves these objectives admirably.

WHAT COULD BE IMPROVED

The non-fiction library is not as high quality as the fiction library. In consequence pupils' library skills are not comparable with their other literacy skills.

25. The non-fiction library is situated in the same room as the recently installed computer suite. The room has been rearranged to accommodate the computers. The computer suite is very well designed and an asset to the school. However, its installation has been at the expense of the library, which is small and has a limited range of books, some of which are on high shelves and inaccessible to pupils. This arrangement means that:

- the library is compromised as a resource;
- pupils have little opportunity to use it for research;
- they are not learning the skills of accessing books from a library, a requirement of the National Literacy Strategy.

The use of support assistants during whole-class discussion is inconsistent.

26. The well-qualified support staff are well distributed amongst classes. They provide very good support to pupils, extending the role of the teacher effectively. However, on occasions, during whole class discussion, these staff are not always actively involved. For example, by:

- ensuring that pupils are on task;
- taking the opportunity to fully contribute to lessons by monitoring pupils' involvement;
- talking with pupils to promote their active involvement in the discussion.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body and headteacher should develop the school's very high quality provision by:

- re-organising the accommodation of non-fiction books;
- improving the range and quality of books;
- making the library more accessible, to enable pupils to locate books and research effectively. (para: 25)

The headteacher and staff should:

- better use the good skills of teaching assistants through actively engaging them in activities during whole class discussions. (para: 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	4	2	0	0	0
Percentage	12	65	15	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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)	N/A	203
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.2

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	15	15	16
	Total	28	28	29
Percentage of pupils at NC level 4 or above	School	97 (100)	97 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (93)	N/a (97)	N/a (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	3
Black – African heritage	10
Black – other	6
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	4
White	134
Any other minority ethnic group	18

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)	8.0
Number of pupils per qualified teacher	29.1
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	205

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	4.3
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
	£
Total income	448,374
Total expenditure	439,701
Expenditure per pupil	2,094
Balance brought forward from previous year	22,527
Balance carried forward to next year	31,200

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	1	0
My child is making good progress in school.	46	46	2	0	5
Behaviour in the school is good.	66	31	1	0	2
My child gets the right amount of work to do at home.	37	37	13	3	9
The teaching is good.	56	40	1	0	3
I am kept well informed about how my child is getting on.	38	42	13	2	4
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	0	1
The school expects my child to work hard and achieve his or her best.	64	32	2	0	2
The school works closely with parents.	47	44	4	1	3
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	56	37	0	0	7
The school provides an interesting range of activities outside lessons.	57	30	3	2	8

Other issues raised by parents

Parents like the fact that the school is underpinned by Christian principles.