

INSPECTION REPORT

LICKEY END FIRST SCHOOL

BROMSGROVE

LEA area: Worcestershire

Unique reference number: 116661

Headteacher: Mrs J M Hill

Reporting inspector: Mrs M E Hamby
20498

Dates of inspection 2nd - 4th July 2001

Inspection number: 196491

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 -9 years
Gender of pupils:	Mixed
School address:	School Lane Lickey End Bromsgrove Worcestershire
Postcode:	B60 1JG
Telephone number:	01527 872360
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E J Baker
Date of previous inspection:	10 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lickey End First school is situated in a residential area on the edge of Bromsgrove. Since the school was previously inspected, the area has become more socially diverse. However, the percentage of pupils entitled to free school meals is still much lower than average. None of the pupils is learning English as an additional language. The school has had a rising roll during the last few years, because of its popularity, and now has 163 pupils aged between four and nine years of age. Although the school does not have its own nursery class, most of the pupils attend some form of pre-school education, and together with the school's good induction arrangements this helps the children to be well prepared for school. The ability of most children on entry to the school is slightly higher than the general expectation for their age.

Currently, 13 per cent of the pupils are on the register of special educational needs, which is lower than the national average and about the same as when the school was inspected previously. The percentage of pupils with a statement of special educational needs is broadly in line with the average.

The school has a suitable set of aims, primarily "to provide a happy caring environment in which children will gain the confidence to develop intellectually, socially, morally and physically". These aims underpin the school's development plan, which sets out clearly the school's targets for the forthcoming year. The school has identified standards in writing, information and communication technology, religious education, and physical education as target areas for further development.

HOW GOOD THE SCHOOL IS

Lickey End First School is a very good and highly effective school. It is very well led by a dedicated and inspiring headteacher, supported by a highly committed deputy headteacher, and enthusiastic and knowledgeable governors. The teaching is good overall, and in Key Stage 2 it is very good. The lessons are thoughtfully and diligently prepared to enable the pupils to practise what they know and also learn something new. The school builds on the pupils' achievements year on year, so that they all make good progress in relation to their prior attainment as they move through the school. All members of staff work hard, operate very well as a team, and provide a high standard of care for the pupils. They expect the pupils to behave well, and the pupils respond accordingly. The school provides good value for money.

What the school does well

- The leadership provides strong educational direction, which motivates the staff and pupils, and creates a positive climate for learning.
- The quality of the teaching is good overall, and is very good in Key Stage 2.
- Standards in English, mathematics and science are good, and the pupils achieve well each year.
- The school offers a rich curriculum that motivates the pupils, maintains their interest and fosters their personal development.
- The school has a very good ethos, based strongly on mutual respect and effective teamwork.

What could be improved

- The inspectors judge that the school has no significant weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in December 1996, when two key issues identified areas in need of improvement. Since then, the school has implemented a sensible programme of action to ensure that the issues have been tackled systematically. It has sought suitable advice, and been vigilant in tracking the progress of both issues through an appropriate action plan. Good progress has been made with them. The pupils' behaviour is now very good, and the pace of the teaching in Key Stage 1 has improved. The school has also brought about other improvements based on its own analysis, for instance, the improvement of the outside play facilities for pupils in the Foundation Stage. The school is self-evaluative and keen to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	B	A	A
Writing	A	A	A	A
Mathematics	A*	A	A*	A

Key

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

The school's results speak for themselves. High standards have been maintained, and the pupils make good progress during their time in the school. Their performance in mathematics was particularly good last year, with the school's results being in the top five per cent nationally. The school also scores well when comparing the percentage of pupils reaching the higher level (level 3) in reading, writing and mathematics. The pupils' performance in reading at level 3 was well above average, and in writing and mathematics it was in the top five per cent nationally. The teachers' assessments in science showed that the school enables the pupils to attain well. Results overall were above the national average, and performance at level 3 was again in the top five per cent. When the school's 2000 test results in reading, writing and mathematics are set alongside similar schools, (i.e. those having a similar percentage of pupils entitled to free school meals) they compare very favourably, being well above average. Although there have been slight variations year on year between the attainment of girls and boys, these differences are small, and taken overall are not significant.

The test results for this year are good, but not quite as high as last year's, particularly in the reading and writing scores for boys. The school accounts for this by the higher proportion of boys on the register of special educational needs, and the comparatively high proportion of them who have summer birthdays, and so are the youngest in the year group. These pupils have been given suitable support with their learning difficulties, and have achieved well during their time in the school. There are no published national comparisons for the oldest pupils in the school. However, the school tests the pupils in Year 4 using recommended tests, and these enable the school to measure progress in Key Stage 2. These tests show that the pupils make good progress through Key Stage 2, and are consistent with the high attainment seen during the inspection. Attainment in lessons seen during the inspection was consistently above average for other year groups in the school. The children in the Foundation Stage make good progress in the reception class and attain the Early Learning Goals before they end their first year in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils show great interest in their work, listen attentively to their teachers and take pride in their work.
Behaviour, in and out of classrooms	Very good. The pupils behave well in lessons and around the school. They are courteous, friendly, tolerant and get on well together.
Personal development and relationships	Very good. Relationships are harmonious, and this helps the pupils to learn. The pupils help each other willingly and grow in confidence as they get older.
Attendance	Good. The pupils enjoy coming to the school, and the rates of unauthorised absence are well below the national average.

One of the key issues in the last report was to monitor the behaviour management policy so that the pupils' attitudes were improved. This has been successfully accomplished. The pupils' very good behaviour and their willingness to learn have a beneficial impact on the standards they attain.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	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 teaching has improved since the previous inspection. Although most of the teaching was then either satisfactory or better, seven percent was unsatisfactory. In the lessons seen in this inspection, 69 per cent of the teaching was good, 25 per cent was very good, and six per cent was excellent. As a result, the pupils show high levels of interest and concentration in their learning, and they apply themselves well to intellectual, physical and creative tasks. English and mathematics are taught well because the teachers make very good use of the national guidance and have high expectations of what their pupils can

achieve. The lessons get off to a brisk start, and this arouses the pupils' interest. The teachers use resources well to help the pupils to remain alert and attentive. They also manage the pupils' behaviour very well, so that the entire lesson can be spent on teaching. The teaching assistants make a very good contribution to the school's provision, particularly in assisting the pupils with special educational needs. The staff know the pupils well, and are keen to help them to succeed. They show that they care for the pupils and this helps the pupils to develop self-esteem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The various activities provide effective practical and intellectual experiences that build on the pupils' existing knowledge and skills. Great emphasis is placed on widening the pupils' experience through the arts and by visits to places in the immediate locality and beyond.
Provision for pupils with special educational needs	Very good. The early identification and assessment of pupils with special educational needs ensure that their particular requirements are met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school offers plentiful opportunities for the pupils to appreciate the world in which they live. This helps them to understand their place in the world and their responsibilities to themselves and to others. The pupils understand such ideas as fairness and justice, and know right from wrong.
How well the school cares for its pupils	Very good. All aspects of the pupils' welfare receive suitable attention through the implementation of the school's clear policies. The teachers and support staff track the pupils' attainment and also help them to evaluate their own work. This helps the pupils to become critical thinkers and to aspire highly.

The curriculum is broad and balanced, and supplemented by visits to places of interest that help the pupils to consolidate and extend their learning. Visitors to the school, and the school's emphasis on creative development also play an important part in helping the pupils to appreciate a cultural perspective on life. All areas of the curriculum meet the statutory requirements.

The school is a very caring community, and there are established and effective procedures for health and safety, pupils' welfare, and child protection. The school has very good links with parents, and provides a range of appropriate material to keep the parents informed of school events and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	Very Good. The headteacher and key staff have a clear sense of purpose and high aspirations for the school. There is a very good ethos brought about by purposeful teamwork, and this

key staff	also helps the pupils to achieve well.
How well the governors fulfil their responsibilities	Very well. The governing body is committed to the success of the school. The governors have suitable procedures to guide their work, and they carry out their strategic roles enthusiastically and successfully.
The school's evaluation of its performance	Good. The senior management team and governors work well together to review past performance and to identify areas for development. They are reflective and self-evaluative.
The strategic use of resources	Good. The resources are used efficiently and effectively to support the planned developments.

The leadership and management of the school is one of its key strengths. The headteacher leads the school very well. The school's success reflects her determined leadership based on high expectations of pupils and staff, compassionate support for them, and a genuine belief in their ability to succeed. The governors and senior managers provide all members of staff with effective guidance to enable them to carry out their duties well. They share a common sense of purpose and are focused appropriately on high standards. Performance management arrangements are securely in place to support continued improvement. The administrative procedures are efficient, and the school applies the principles of best value to spending decisions.

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 standards that the children attain. • The care shown for the pupils. • The good quality of the reports they receive. • The friendly and welcoming atmosphere. • The warm ethos of the school. • The dedication of the hardworking staff. • The good teaching. 	<ul style="list-style-type: none"> • Some parents would like to see more extra-curricular activities.

The questionnaire and the meeting for parents revealed high levels of approval for most aspects of the school's work. The parents have every reason to be pleased with the way the school enables the pupils to attain high standards within its broad and balanced curriculum. They are welcomed into the school, and their views are considered. The inspectors agree with other positive comments made by parents about the high level of care for the pupils and the dedication of the teaching and non-teaching staff. This is one of the school's key strengths.

The inspection team judges the curriculum to include sufficient extra-curricular activities to provide a broad and balanced curriculum. Music tuition is offered, and there are plentiful opportunities to go on visits to places of interest. These are helpful in enriching the pupils' cultural and social development. The school has considered introducing after-school clubs, but has decided that the teachers' time is more usefully spent in other things, such as evaluating the day's learning and adjusting their plans for the next day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership provides strong educational direction, which motivates staff and pupils, and creates a positive climate for learning.

1. The headteacher has a clear vision for the school, which she communicates very well to all involved with the school. She is a reflective and self-critical thinker, is well organised, and has a strong sense of purpose. She helps newly qualified and longer-serving staff to grow professionally by monitoring their work, and giving them pointers for continuing improvement. This helps the staff to build on their success, and motivates them to further improvement. She expects the highest levels of professional performance from her colleagues, and has created a strong team in which skills and expertise are shared and focused on achieving common aims.
2. The headteacher wants the best for all her pupils, and believes in a rounded and inclusive education where they all can succeed. She knows all the pupils very well, and shows genuine delight in their achievements, particularly in the efforts of pupils with special educational needs. All the pupils respect her authority and aspire to be nominated on her board of "Heroes and Heroines" in the school hall. The headteacher has balanced successfully a drive for high standards in English, mathematics and science, with a concern that each pupil should have the entitlement to a broad, balanced and creative educational experience. The rich aesthetic environment of the school celebrates the effort made by the pupils and staff alike under her guidance.
3. The experienced deputy headteacher is successful in her management role and also sets an excellent example of classroom practice for her colleagues. She implements the school policies effectively, for instance the assertive discipline strategies, which she uses well to enable the pupils to be responsible for their actions. Her emphasis on positive behaviour has contributed well to the school's success in this area of its work. In common with the headteacher, she too is a reflective thinker, and is focused on continued improvement. Together, the headteacher and deputy make a very effective partnership with complementary skills and capabilities. They provide clear pastoral leadership for the school, by creating a positive ethos based on mutual trust and respect.
4. The governors contribute very effectively to the success of the school. They work alongside the headteacher, often questioning her closely so that they have a good idea of the strengths and weaknesses of the school. They take on the role of a critical friend, and the headteacher values their advice. The governing body is well organised and exercises its corporate role very effectively thorough efficient committees. The meetings are regular, well attended, and suitably minuted. Robust procedures are in place to monitor the budget, and the governors have detailed plans for the current budget surplus. The governors themselves take their responsibilities very seriously and their personal strengths and skills provide the school with a considerable expertise. They are keen to keep their skills up to date and willingly seek training and advice. In recent months, for instance, governors have approved a performance management policy and nominated governors have set objectives for the headteacher.

The quality of the teaching is good overall, and is very good in Key Stage 2.

5. The teaching is good in the Foundation Stage and in Key Stage 1. In Key Stage 2 it is very good. It is the main reason that the pupils do so well. The teachers are good at teaching English and mathematics, and this enables the pupils to attain high standards. The teachers use the recommended national guidance and this provides a continuum of learning from one year to the next. The teaching in each class implements consistently the school's policies, for example, on positive behaviour management. This helps the pupils to have continuity of experience as they move through the school and has a beneficial effect on the progress that they make.
6. The teachers make their objectives clear to the pupils, and this helps them to know what they are expected to learn in the lesson. The introductions to the lessons are varied, and arouse the interest of the pupils. For example, at the start of a mathematics lesson in Year 1, the pupils sat in a circle and rolled a ball to each other while counting in twos to a hundred. This was very successful, and helped the pupils to anticipate what the next number would be in case the ball was rolled to them.
7. The teachers spend a suitable amount of time in teaching the class as a whole, and this helps to give a sense of unity. They are skilful in adjusting the pace of these sessions to the needs of the class, and also in matching the difficulty of their questions to what they already know about their pupils' abilities. In Key Stage 2, the teachers frequently supplement their initial questions by further ones to take the pupils' thinking a stage further. In consequence, pupils of differing abilities get an appropriate level of challenge. The teachers are keen to enable their pupils to pose questions for themselves and to become reflective and self-critical thinkers. In a Year 4 science lesson, for example, the teacher assisted the pupils in posing their own questions. The range of questions included, "How can you separate salt grains from flour particles?" and "Where does the sugar go in a solution if you boil it all up?" These questions were posed by two pupils of quite different abilities, but showed that they both have the same thirst for knowledge, and a clear love of scientific investigation.
8. The teachers use their voices well to make the lesson interesting, and as a consequence, the pupils show rapt attention. In the reception class, for example, the teacher enlivened an alphabet recital by using various voices, like that of a giant or a small child. This appealed enormously to the children, who joined in gleefully. This was particularly beneficial in the excessively hot and humid weather conditions of the inspection days, because some of the children showed signs of tiredness. The teacher in this class used other valuable strategies to maintain the pupils' interest; for example she cleverly used "Bernard", a puppet dog, to remind the pupils how to write upper case letters. The children were very keen to help Bernard who kept forgetting where the letters started. Other teachers also make good use of resources to make their lessons interesting and give the pupils motivating experiences. For example, in Year 3, the pupils had access to different samples of rock and good quality aerial photographs to support their work in science and geography.
9. The classroom assistants also make a very good contribution to the teaching. The teachers include them in their planning, and provide them with suitable information about the lesson so that they can make the most of their expertise. The classroom

assistants are then deployed very effectively to teach groups of pupils and to assist some pupils who need extra help with their work. They work energetically and encourage the pupils to complete their tasks in the allotted time. The teachers also convey a sense of urgency to the pupils. For instance, in a Year 2 English lesson, the teacher told one of the groups that they only had another five minutes left, and that she expected them to have completed all the questions by then and have started on the extension work. This stepped up the pace for these pupils and helped them to complete their task.

10. Throughout the school, the teachers help the pupils to evaluate their work and to become self-critical thinkers. Towards the end of a mathematics lesson in Year 1, the teacher's request, "Tell me something you have learned today" started a general discussion. It enabled the pupils to identify their new skills in making rocker timers and helped them to compare these to more conventional timers. In the reception class, the children are encouraged to discuss their own and each other's achievements. They show their work to the rest of the class with pride, and with the teacher's sensitive help, are assisted in suggesting ways that they could improve it. The other children frequently burst into spontaneous applause, and this helps to reinforce a sense of achievement and success. By the time they are in Year 4, the pupils make more formal evaluations of their work, and have started to be involved in setting further targets for themselves.

Standards in English, mathematics and science are good, and pupils achieve well each year.

11. The school has a record of high standards in the core subjects of English, mathematics and science. Over the last three years, the results of the Key Stage 1 national curriculum tests have been well above average, and are a testimony to the hard work of the staff in encouraging their pupils to aim high. The results of optional tests at the end of Year 4, show that the pupils make good progress and that their attainment in the core subjects is well above expectations.
12. In English, the pupils in Year 2 read independently and are learning to use a wide variety of strategies to tackle new words. For instance, if they come to a difficult word near the start of a sentence, they might read to the end and use their syntactic knowledge to guess what the word might be. They also look at the illustration to see if that might give them a clue, and use their knowledge of sounds to build words. They also use this phonic awareness to spell unknown words with reasonable accuracy. They are starting to understand spelling patterns, and even their incorrect spellings are often phonetically justifiable. For instance one girl spelled "much" correctly, and then changed it to "mutch", because "you often get a "t" in front of a "ch". When the inspector told her she was right first time, she replied, "I wish these words would stick to the rules like we do!" The pupils in this class write in a cursive style, and their writing is thoughtful, imaginative and clear. Ideas are extended, and the pupils include words that add interest to their texts. For example, in their stories about the time when Goldilocks met Red Riding Hood, they used verbs like "tiptoed", and "shivered". The writing also shows that they use humour effectively and include metaphors and similes. One boy's writing concluded with the wolf being put into a rocket, and being "blasted right up to the sun, and sizzled up like a sausage". Writing becomes increasingly sophisticated and

imaginative through Key Stage 2, and in a variety of forms is well organised to the reader's purpose. Stories have a clear narrative structure, include direct speech, and are suitable punctuated. Handwriting is neat and fluent, and the pupils take great care in the presentation of their work.

13. Mathematics continues to be a significant strength of the school. The children enter school with higher than average levels of ability, but this advantage is increased in their time at the school. The pupils in Year 2 understand place value of numbers to one thousand, and use this knowledge well in their mental calculations. They know odd and even numbers and use short cuts like doubles, and near doubles when calculating mentally. They classify shapes according to their properties and shade in halves and quarters of symmetrical shapes correctly. This year, 61% of these pupils attained level 3 in the Key Stage 1 National Curriculum Tests. In Year 4, 62 per cent of the pupils attained the level that is usually expected of pupils in Year 6. The teachers transmit their love of the subject to the pupils; for instance in a Year 4 lesson about fractions, the teacher said, "I love this, don't you?" Her enthusiasm shone through in this excellent lesson which enabled the pupils to build well on their existing high standards. The pupils in this class confidently match and order tenths and decimals, they match equivalent fractions, and work out percentages accurately, for example 40% of £60.00. Pupils of higher ability interpret co-ordinates on a map, and have a reasonable understanding of probability. They have started to organise their work well, and check their own results, sometimes using a calculator.
14. Standards in science are above average at the end of Key Stage 1 and at the end of Year 4. Scientific observation and enquiry is a strong feature of the subject, and throughout the school the subject is celebrated with impressive displays of the pupils' work. In Year 1, the pupils have made good observations about the growth of their bean and sweet pea plants and confidently describe the conditions that plants need to grow. In Year 2, the pupils make accurate observations of each other and describe exactly what they see. They understand that classifications are useful, and record their observations in a variety of ways. By Year 3, they are increasingly observant, and use their observations of various rock samples to suggest which might make the best one for a statue. They understand that the rock would have to be robust enough to withstand adverse weather conditions, and yet not be too hard for the sculptor to carve. The pupils in Year 4 know that some materials change when they are either heated or frozen, and that they can be classified into solids, liquids and gases. They use their recent learning to suggest the best method of separating simple mixtures, by either sieving or filtration. They set their work out very well and explain their ideas in diagrammatic form, for example their friction experiments. These experiments also show that they understand the principle of fair testing and the advisability of changing only one of the variables and observing its effect.

The school offers a rich curriculum that motivates the pupils, maintains their interest and fosters their personal development.

15. The high standards attained in the core subjects has not been achieved at the expense of other subjects. The school's philosophy is that the pupils should have a wide variety of learning experiences across a broad curriculum. At the parents' meeting, one of the comments was that parents were pleased with the stimulating art that the pupils engage in at the school. This positive comment is borne out by the views of the inspectors. The aesthetic environment provided by the school is

outstanding. In each classroom and in communal areas, the walls are adorned with wonderful displays, which celebrate the pupils' work across a variety of subjects.

16. The teachers plan good links between subjects, which reinforce key ideas and skills, and help the pupils to learn well. In Year 3, for example, the pupils have made some Roman board games deriving from their historical study of that period. In order to make the games, the pupils used their mathematical skills to make precise measurements, their design skills in choosing their materials and used their making skills to complete the games to a high standard. The teacher in this class also makes good cross-curricular links in her teaching, for example saying, "Give me the collective noun for trees", as part of her geography lesson. In Year 4, the teacher asked the pupils to identify the phonemes in the word "organism" when introducing it in a science lesson. These are only two of many examples seen during the inspection where the teachers continually reinforce learning links across the curriculum.
17. The staff provide regular opportunities for the pupils to explore the values of others, both in informal discussion and across all aspects of the curriculum. This is evident, for example in art, music, history and religious education. Attractive albums and displays showing Butu patterns, the art of ancient Egypt, poems and prayers are just a few of the ways in which the school brings pupils to an awareness of a cultural perspective on life. Musicians are frequent visitors to the school, and some of the older pupils are involved in a local musical festival. Visits in the immediate locality to broaden the pupils' awareness of the cultural features of their own home town are a regular occurrence, and occasional visits are made to significant places of cultural interest. The pupils in Year 4, for example, have recently visited the British Museum, and in discussion with the inspectors they revealed how awe-inspiring the visit was for them.
18. The school has effective systems for promoting the social development of the pupils, by providing them with opportunities to take responsibility, show initiative and develop an understanding of what it means to live in a community. The adults provide the pupils with excellent role models in their dealings with everyone within the school, and consequently the quality of relationships at all levels in the school is very good. The pupils are given responsibilities according to their age, and this helps them to make an appropriate contribution to the efficient working of the school. Even the youngest children in the school know that when it is their "special day", they will do certain jobs in the class that will help everyone. Regular charitable collections help the pupils to consider those less fortunate than themselves, which further contributes to their social development.
19. A striking feature of the school is the way it brings a spiritual dimension into the curriculum. Music is played not only to set the right tone for assembly, but also during some lessons to help the pupils to concentrate. The assemblies have a sense of occasion and a clear spiritual dimension. They provide the pupils with opportunities to explore questions about meaning, values, fairness and responsibilities. Prayer is an important part of each school day, and is either preceded or followed by quiet reflection when the pupils are asked to consider the assembly theme, in this instance, the life-giving properties of water. Grace is said at meal times, and the pupils wait for each other before starting their lunch. Throughout the school day, there are opportunities for the pupils to show awe and wonder at their world. This is clear from the youngest children's sheer delight in handling some newly hatched chicks, to the older pupils more thoughtful reflections

on what it must have felt like to be present at the opening of Tutankhamun's tomb. The pupils empathise with others and have a sophisticated understanding of some difficult ideas. For example, in their religious education books the pupils had described how Mary Magdalene might have felt on seeing the empty tomb, saying that she might for example have been "terribly shocked", or "very confused". They also portrayed their personal images of Jesus with great care and described his character respectfully. One particularly moving description recorded, "He's like a shepherd, he forgives people that are unforgivable." The school has a broad understanding of spirituality, and is very successful in the way it brings this enriching quality into the pupils' lives.

The school has a very good ethos based strongly on mutual respect and effective teamwork.

20. A strong feature of the school is the effective ways that all the staff pull together and help each other. Each member of the team has a special part to play, and all concerned understand the value of effective teamwork. One of the underlying principles of the school is that respect shown to each member of its community, in order that all feel valued and included. Communication is good, and people are clear about their roles and responsibilities. Volunteer helpers are valued for the special part they play in educating the pupils, and are genuinely pleased to be involved. One local resident who helps at the school said how privileged she felt to be involved, and how much she enjoyed her weekly reading sessions with the children.
21. All the adults demonstrate that they are interested in each pupil as an individual and show care for them. As a consequence, the pupils feel at ease and try their best. The adults are very good at helping the pupils to care for each other and become responsible and mature. In one of the classes, a pupil who was feeling unwell had fallen asleep. The teacher, after checking that he was comfortable, urged the pupils to speak quietly and said, "Be sensitive, be supportive, imagine how he will feel when he wakes up." The pupils were remarkably quiet, even when moving into their groups, and his friend smiled at him when he woke up and asked him if he was all right. This is just one of many examples of how the school's ethos supports every individual pupil.
22. In the classrooms and around the school, the pupils get on well together and behave in a friendly and courteous way. They are cheerful, greeting visitors with a smile and a friendly "Hello". There is a happy working atmosphere in each class. The youngest children play happily and share well together, realising that all can have more fun that way. For instance, they recreated a story in the garden, and understood that each person had their special part to play. Older pupils co-operate with each other in lessons, share available equipment and treat property with respect. The pupils show respect to adults, often opening a door for them or saying, "Excuse me". The good behaviour has a very positive effect on the amount of learning that takes place in each lesson. Minor incidents of mischief are dealt with promptly, and effective programmes of behaviour management support individual pupils who have difficulties. Codes of behaviour within the class remind the pupils of what they have agreed to do, and how they are expected to behave. Praise is given for good behaviour and attentiveness, and this helps to create a culture where it is customary for the pupils to want to be singled out for good, rather than poor conduct. It is also an accepted part of the school's ethos that the pupils are keen to try hard and do their best.

23. There is a strong culture of learning in the school which along with the skilful teaching, does much to promote high standards. Staff at all levels attend regular training, and are keen to keep abreast of local and national initiatives. The teacher education days focus clearly on school improvement, and the staff also undertake numerous courses in their own time. Positive role models have been sought to help the pupils avoid stereotypical behaviour. Both sexes are encouraged to do their best in lessons, in sports and cultural pursuits, and as a consequence, there are no stark disparities in achievement.
24. The parents feel involved with the school and are respected by staff as part of their wider team. They support the school in numerous roles, as governors, volunteers, and through their effective social and fund-raising organisation.

WHAT COULD BE IMPROVED

25. The inspectors judge that the school has no significant weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. There are no key issues as a consequence of this inspection. The inspection team expect that the implementation of the school's own plans will bring about continued improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	25	69	0	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	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	163
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	21

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	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.4
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	15
	Girls	18	18	19
	Total	32	30	34
Percentage of pupils at NC level 2 or above	School	94 (88)	88 (91)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	18	18	18
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	94 (94)	97 (100)	97 (100)
	National	84 (82)	88 (86)	88 (87)

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	128
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YN– Y4**

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	22.8
Average class size	32.4

Education support staff: YN – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	168

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	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	5	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000 - 2001
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	£
Total income	365,011
Total expenditure	347,373
Expenditure per pupil	2,144
Balance brought forward from previous year	30,088
Balance carried forward to next year	47,726

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	67	30	0	0	2
My child gets the right amount of work to do at home.	46	48	7	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	48	43	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	50	50	0	0	0
The school is well led and managed.	72	26	0	0	2
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	24	35	24	11	7

Other issues raised by parents

Parents expressed positive views about the arts curriculum.

Parents expressed appreciation for the before and after school care sited in the school.

Parents wrote warmly about the level of care offered at the school.

A few parents raised issues, but wished for the issues to remain confidential.