

INSPECTION REPORT

**ST PAUL OF THE CROSS CATHOLIC
PRIMARY SCHOOL**

Burtonwood

LEA area: Warrington

Unique reference number: 111367

Headteacher: Mr A Cocker

Reporting inspector: Mrs Heather Evans
21374

Dates of inspection: 11 - 12 March 2002

Inspection number: 197442

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:	4 to 11
Gender of pupils:	Mixed
School address:	Milnthorpe Road Burtonwood Warrington Cheshire
Postcode:	WA5 4PN
Telephone number:	01925 224686
Fax number:	01925 211259
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Garner
Date of previous inspection:	15/09/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21374	Heather Evans	Registered inspector
10329	Brian Sampson	Lay inspector
3586	Betty Camplin	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul of the Cross is an average sized one-form entry Catholic school in Burtonwood, a village between St Helens and Warrington. There are 154 pupils on roll, which is a significant increase since the last inspection. As a result there has been an extensive building programme and the number of teachers has been increased. There is a new deputy headteacher. The number of pupils claiming their entitlement to free school meals is, at 13, below the national average as is the number of pupils with special educational needs. All of the pupils speak English as their first language. There is no Nursery but on entry to the Reception class the school's process of assessment shows that whilst there is a spread of prior attainment and previous experiences, overall attainment is similar to that expected of children of the same age nationally. The Catholic faith is at the heart of the work of the school although children from other faiths are welcome. Some families travel a considerable distance to enable their children to attend.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features. Standards are well above the national average and the quality of teaching is very good. Pupils demonstrate excellent attitudes to their work. The leadership of the headteacher and the senior staff is very good. The school is very well organised because the headteacher and the governors are diligent in their management of money, personnel and teaching resources. This ensures that the overall education provided for the pupils is also very good. The school gives very good value for money

What the school does well

- Pupils attain above average standards in English, mathematics and science by the age of 11.
- The quality of teaching and learning and the use of cross-curricular links are very good.
- Pupils' behaviour, attitudes to school and relationships are very good.
- The care of pupils and the provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The revised curriculum and the assessment of learning to inform planning are very good.
- The leadership and management skills of the headteacher and deputy headteacher, together with the governors and the subject leaders, are very good.

What could be improved

- The procedures for setting homework across the school lack consistency.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then there has been very good improvement. All subjects of the curriculum have been reviewed and new plans have been drawn up that meet the new national requirements. They ensure that the content and sequence of work planned allows pupils to learn effectively, building on previous experiences, as they move through the school. Assessment strategies are built in at the planning stage and teachers are able to use the results of this evaluative review to plan for future work. As a result even with the higher numbers in every class the above average standards have been maintained. Pupils capable of higher attainment are identified at an early stage and are tracked carefully as they work towards their individual targets. The establishment of the new computer suite is helping pupils of all ages to do well in their study of information and communication technology, which they then use in a practical way in other subjects. The school development plan has been examined and improved. It is now a useful tool for monitoring attainment, setting targets for improvement and checking that priorities are linked closely to the budget allocation. The governing body, under the leadership of the new chairperson, plays an important role in monitoring the benefits of spending against standards attained. The monitoring of pupils' work and of teaching is now undertaken regularly by the headteacher and other senior members of staff.

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	C	B	A*
Mathematics	A*	A	B	A
Science	A	A*	A	A*

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

Standards attained in the most recent National Curriculum tests for 11-year-olds in English and mathematics were above the national averages for these subjects and were well above the average for similar schools. In science, standards were well above the national average and as in English were in the top five per cent when compared to similar schools. The school has maintained standards at an above average level over the past four years whilst the numbers of pupils in Year 6 have risen considerably. In 2001 one third of the class had special educational needs. Work seen during the inspection indicates that standards amongst the present Year 6 pupils are on course to meet the very high targets agreed by the school for the present academic year. Attainment levels in all subjects reflect the high standards seen in English and mathematics. Standards of work seen at the age of seven during the inspection are well above average in reading, writing and mathematics and are above average in science. Across the school attainment in information and communication technology is at the expected level at seven and above national expectations by 11. Attainment in design and technology is particularly good and exceeds national expectations. Pupils of all levels of attainment achieve as well as they should. The trend of improvement over the past four years has been above that for schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school; they want to attend and treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is very good because pupils are managed very well and they have a clear understanding of the firm but fair behaviour policy.
Personal development and relationships	Relationships are excellent; pupils demonstrate a clear understanding of the beliefs and values of others. Pupils show very good personal initiative and take responsibility for managing their own work.
Attendance	Attendance is good and is above the national average. There is no unauthorised absence.

TEACHING AND LEARNING

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

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

The quality of teaching is predominantly very good and some is excellent. Teaching has many strengths and no significant weaknesses. As a result pupils' attitudes to work are excellent and their

learning results in the high and very high standards that they attain. The well-organised teaching in English and mathematics enables pupils to make very good progress in all classes. Literacy and numeracy are taught very well. Teaching in other subjects is equally good. Teachers have very high expectations for the amount and quality of work by pupils as is made evident in their work in books and in the well-presented displays around the school. Teachers are very successful in meeting the learning needs of all groups of pupils. During the inspection most of the lessons seen were judged to be at least good with more than seven in ten lessons being very good or excellent; no unsatisfactory or weak teaching was seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good. The curriculum meets all statutory requirements. The extra provision through clubs, visits and visitors to the school is very good.
Provision for pupils with special educational needs	There is good provision for all of the pupils with special educational needs. Pupils are identified early and good support is given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is well organised and pupils' personal skills are very well developed. There is excellent provision for pupils' spiritual development. Provision for moral and social development is very good and provision for cultural development is good.
How well the school cares for its pupils	The school cares very effectively for all its pupils. The policy and procedures for Child Protection are good. Pupils' progress is tracked carefully and information gathered is used well to promote learning.

Curriculum policies and plans of intended work are reviewed regularly and there are no longer any significant curricular weaknesses. Visits to places of interest and visitors to the school enrich the opportunities for learning offered to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher working collaboratively with the deputy headteacher are very good. They are supported very well by all of the staff. Through hard work and dedication they have been successful in creating a very effective school.
How well the governors fulfil their responsibilities	The governing body, led by a very competent chairman, is fulfilling its responsibilities well. Their understanding of the finance and their support for the curriculum is based on good experience, knowledge and understanding.
The school's evaluation of its performance	The school has clear, effective and practical procedures for evaluating its performance. Governors have a strong understanding of where strengths are found and a realistic view of areas for development and how to address them.
The strategic use of resources	The strategic use of personnel and practical resources is very good. Resources for teaching and learning are good. They are used very well throughout the school.

The leadership and management of the school are well organised and are very effective. Teachers and governors have a shared vision for success and continued improvement. The improved accommodation enables the full

curriculum to be taught successfully and learning opportunities for children at the Foundation Stage are good. Resources are good and are regularly reviewed by the subject leaders. Financial management is good and the governing body has a very effective understanding of setting the budget against the plans contained in the comprehensive school development plan linked to a longer-term strategic plan for improvement. Governors review the evidence of the effect of spending on standards with the management team. The school has a good understanding of looking for best value when buying materials or appointing and deploying personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are very supportive of all aspects of the school and in the questionnaires and at the meeting for parents expressed very positive views about it. 	<ul style="list-style-type: none"> A few parents would like more homework to be set. A few parents would welcome more extra-curricular activities for younger pupils.

The inspection team fully supports the very positive views expressed by parents. The team found that the pattern of setting homework is satisfactory but noted that the school has already reviewed the policy to ensure a more consistent approach across all classes. The team considers that the school has a good range of opportunities for pupils to extend their work through visits to places of interest, clubs, and school activities before and after the time spent in lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain above average standards in English, mathematics and science by the age of 11.

1. By the age of 11, standards are above national expectations in English and mathematics and well above national expectations in science. These results were achieved in a year when almost a third of the class had been identified as having special educational needs. To achieve these standards pupils learn very well and make very good progress throughout the school. Pupils' standards in other subjects are very well supported by the skills that they learn in English and mathematics. A strength of the school is the way in which pupils of all attainment levels are helped to learn well.
2. In English the quality of pupils reading by the age of 11 is very good and this is reflected in their use of exciting phrases that they save and then use later or modify in their written work. The quality of writing and the range of topics in Year 2 are a pleasure to read. Pupils are encouraged to include their favourite characters from their reading books in their own imaginative work. Throughout Years 3-6 the way that pupils are helped to develop their skills in writing for different purposes is impressive. Letters of complaint and praise use balanced arguments to support the point that the pupils are making. They use telling phrases such as

'It goes without saying that my child's safety is of the greatest importance to me'

In Year 5 pupils are increasingly skilled at writing in short sentences to create instant effect such as when writing their own creation myths one pupil wrote,

'He spoke! It was done!'

but another, writing about how butterflies were created, used the given text as a model to write,

'From that day on, when the sky is sapphire and clouds are reflected in the pools across the land, then you will see butterflies sparkling as they twinkle down from above.'

The presentation of completed work is superb with pupils using carefully formed script that many are beginning to develop as their individual style. Spelling is imaginative at the drafting stage but is always checked either in dictionaries or in a thesaurus which pupils use instinctively to refine and enhance their work. Pupils' drafting books are fascinating as the process of a work from the first idea to the completed product is traced and recorded. The end product is always very well crafted and pupils are rightly proud of their finished story or report.

The work of pupils in Year 4, where they have produced storybooks for younger children including the explanatory 'blurb,' ensures that the existing high standards are being maintained. In Year 6 pupils have combined their work in design and technology with producing exciting 'pop-up' books which demonstrate a wide range of styles and interests including adventure stories, factual accounts and biographies.

These are just a few examples; the work in pupils' books and on display is very good across the school.

3. In mathematics, pupils learn very well and use their knowledge and understanding of number without hesitation. Pupils in Year 1 readily explain how totals can be made using different combinations of numbers. In Year 2, pupils sort and order numbers to 100 and work with addition and subtraction with great confidence. They are using equations in algebra so easily that they are unaware that they are dealing with large numbers. In Year 3 pupils manipulate numbers using multiplication and division confident that the inverse rule will always help them to find the easiest way of solving a problem and then checking their result. By the time they are 11 pupils select and use the most comfortable method for themselves to solve problems in geometry or calculations involving fractions and decimals and then explain their selected process to the class.

4. In science, pupils across the school show how they are learning to be scientists rather than which scientific facts they have learned. In a lesson in Year 4, pupils reviewed the samples that were provided, made sensible predictions and recorded these in very practical ways. They then discussed ways of creating and managing a fair test and recorded their results. The discussions about their findings were clear and structured and the way they reported back to the class was very mature and well managed. By the age of 11 pupils show good scientific knowledge and the work in their files shows good experience of all of the parts of the work that need to be covered.
5. Work in information and communication technology as a result of the greatly improved facility is proving to be stimulating and challenging. Since the last inspection the increased skills of the teachers have enabled pupils to make very good progress. Standards are now better than those found in most schools for pupils in all classes and by the age of 11 the majority of pupils are attaining standards that are above the expected level. Pupils are confident using computers for word-processing, to enhance work in English, history and geography, to organise and review data in science, mathematics and design and technology, to create art and learn about the work of artists and musicians and for the composition of tunes and melodies in music. Pupils also enjoy work sending remote controlled robots around obstacle courses and writing programs for the computer to draw shapes in geometry.
6. The pupils' standard of work in design and technology by the age of 11 is well above national expectations. During the week of the inspection Year 6 shared in a competition day at the local secondary school where they had to accept a challenge and design and construct an umbrella. Many of the groups from the school received awards for their designs. One group was the outright winner of the challenge day. The design, construction of a working umbrella and the writing about ideas, refinements, prototypes and evaluations and modification were all of a very high quality.

The quality of teaching and learning and the use of cross-curricular links are very good.

7. Teaching in this school has many strengths and no significant weaknesses. During the inspection in almost all of the lessons seen it was judged to be at least good with more than 7 in 10 lessons being very good or excellent; no unsatisfactory or weak teaching was seen. Teachers have very high but realistic expectations of the quantity of work that pupils should complete and of the high standards that they should achieve. This is evident in the challenging tasks set for pupils as well as the fast pace and the sense of urgency that they inject into lessons. Whilst lessons are usually fun, the attempt to 'beat the clock' and improve on personal best performance is a feature of the best lessons. Work is interesting and challenging and as a result pupils work together well enthusiastically and productively and then they learn very well.
8. Teachers plan thoroughly and build assessment strategies into every lesson. The activities planned to increase pupils' learning and move their understanding forward are linked to the listed objectives with simplification for pupils who find learning difficult and additional more difficult challenges for those capable of higher attainment. Links with other subjects are an important part of every lesson, which is why pupils use skills learned in numeracy to support their interpretation of results in science. This work was also used very effectively in a lesson in Year 6 when the results from scientific enquiry were reviewed during information and communication technology using a database. In one lesson in mathematics in Year 2 pupils were tackling problems in algebra very confidently and the teacher kept them on their toes by reminding them just how much time remained for them to achieve their lesson targets. Probing questioning in many lessons challenges pupils to think beyond the most obvious answer. This was observed in a literacy lesson in Year 5 when the teacher encouraged pupils to link their work about creation myths with work that they had completed in a history lesson.
9. From the Reception class to Year 6, teachers show a good understanding of the subjects that they teach. In the Reception class work is built successfully around the recognised curriculum with many opportunities for children to learn through role-play or by engaging in a wide range of practical activities. For example, the children use a 'hide', in the corner of the classroom, from which to observe insects and mini-beasts that are displayed on and around the foliage of nearby bushes. By the end of Year 6 pupils are supported very effectively by the teachers' good understanding of the skills of developing both sides of an argument. Pupils used connective words and phrases to write persuasively about whether or not it was a sensible move to ban mobile telephones in school. Pupils reflected on the benefits for themselves and their parents of being in close contact with one another whilst, on the other hand, recognising the dangers

of encouraging crime or even some possible health risks. Work observed in history, design and technology and information and communication technology showed how skills learned in literacy and numeracy were reinforced in other subjects and how well these subjects benefited from pupils' knowledge and readiness to use these established skills.

10. Teachers manage pupils' behaviour very well throughout the school. In many lessons the organisation of classroom resources and of pupils was so good that it appeared to be effortless. This meant that pupils always listened attentively and were confident when making their ideas known to the class because they knew that their opinions would be valued. This also means that when asked to work in groups or independently, pupils were eager to learn and so they settled quickly to their tasks and remained committed to their work without the need for teacher intervention. In one science lesson in Year 4, the teacher's brisk but friendly manner and the well-organised resources, enabled pupils to complete their activities in a purposeful way. They discussed their predictions within the group and tested them fairly in order to achieve the objectives of the lesson to an attainment level more usually found in classes for pupils in Years 5 or 6.

Pupils' behaviour, attitudes to school and relationships are very good.

11. During the inspection, pupils' behaviour, relationships and attitudes to learning were very good and were frequently excellent. In lessons, and around the school, behaviour was never less than very good. Inspectors judged pupils' attitudes to work and their relationships with adults and one another to be of a very high standard. Pupils relationships and behaviour at other times such as lunchtime or when playing in the grounds were also very good. This is because of the high respect that is shown to them by all of the adults in the school and the compliance with the school's mission statement that puts politeness and concern for others at the heart of what the school expects from everyone. This involvement and care is part of what makes the school so good as everyone, including the support staff, the maintenance and administrative staff and all of the catering and lunchtime staff, show that they recognise the part that they play in building the individual that is every child.
12. Speaking with pupils about their school was a pleasure that made the work of the inspection team very worthwhile. From the Reception class to Year 6, pupils were always sociable and polite. The maturity with which older pupils described their visit to Conway and the value that they placed on the work they had undertaken there was matched by the care and pride with which teachers displayed each child's work. One child in Year 3 explained to an inspector that, having been to three other schools in the past, she wanted to stay in her present class until she left school to get a job.

The revised curriculum and the assessment of learning to inform planning are very good.

13. The school plans with care to ensure that the pupils receive a very good range of learning opportunities, which meet their interests and aptitudes. All the subjects of the National Curriculum are taught, as are religious education and personal, social and health education. The school makes suitable provision for pupils to develop an understanding about drug awareness and sex education. Appropriate time is spent on each subject so that it can be studied to sufficient depth to ensure that learning is well established and pupils' enthusiasm and interest sustained. The school is particularly successful in using knowledge from one subject to support learning in another. The curriculum provision for children in the Reception class is organised to promote learning and creates a stimulating environment that provides effectively for all pupils. There is a wide range of play and other learning activities. The quality of support and help provided by adults is very good and the organisation and management of this time spent in the Foundation Stage, leading to the National Curriculum, prepares children well for the next phase of education.
14. At the time of the last inspection, in 1997, the curriculum needed review and revision. The subject leaders have addressed all of the weaknesses, in each subject, in a determined and successful way. There has been particularly good improvement in information and communication technology and in music. The school has checked, tested and modified curriculum plans in line with the new National Curriculum introduced in September 2000 and has allowed appropriate time for this planning to be reviewed in the current year. Although each subject is planned for separately, the planning dovetails subject areas so that pupils have the benefit of a much richer learning experience. For example, when pupils were studying

the life of people in an Indian village in geography, they not only learnt the relevant geographical features, but also about the people's religion, art and music, each subject supporting the other effectively.

15. Lessons in literacy and numeracy are successful in developing pupils' skills in mathematics and English. The National Strategies in Literacy and Numeracy underpin lesson planning and the subject leaders monitor the teaching of basic skills well. Pupils learn to write competently and interestingly at an early age and are being given increasingly good opportunities to write in all subjects. In consequence pupils write much more confidently than they do in many other schools although the school is still working to extend pupils' skills in this part of English. There is a well-structured programme of work for personal and social education. Health education is developed well through science, design and technology and physical education lessons. Teachers plan visits to museums and many places in the locality to develop pupils' knowledge in science, history and geography. Visitors are welcomed into the school and bring to the pupils their enthusiasms, experiences, knowledge and expertise.
16. The school's assessment policy contains clear and helpful guidance on the recording and monitoring of pupils' performance. The school has improved its assessment procedures that were identified as an issue in 1997 and has developed very effective practical strategies for monitoring the academic performance of pupils. The national tests are completed in accord with statutory requirements. Trends are analysed over years and good use is made of the information to help the setting of individual, group and school targets linked to the national requirements. The system works well and enables teachers to make realistic decisions about where help needs to be targeted. The pupils' individual records of achievement show a clear picture of the progress of each pupil through the school.
17. The school makes good use of past National Curriculum results and the scores obtained in voluntary test papers to assess pupils' progress and to inform learning needs. Work is set for groups and individuals and, using this marked work, levels of attainment are agreed by staff. Folders of this work are used in all subjects to assess levels of attainment. They are developed best in English, mathematics and science. Pupils in Years 5 and 6 have explained to them what they need to do to achieve the expected and the higher levels of attainment. In the Reception class the staff use a detailed assessment system to help to plan various activities so that the children are helped to work towards the intended Early Learning Goals.

The care of pupils and the provision for pupils' personal, spiritual, moral, social and cultural development is very good.

18. Very good provision is made for personal, social and health education and citizenship. This aspect of pupils' education permeates the whole curriculum. There is very good provision for pupils' spiritual, moral, social and cultural development and as at the time of the previous inspection these aspects continue to be strengths of the school. Parents are very happy with the attitudes and values that the school promotes.
19. The provision for pupils' spiritual development is excellent. The school's atmosphere for learning provides pupils with the belief that their school is a special place with special people who can all grow and flourish. All staff work hard to ensure that pupils should value themselves and others. The quality of collective worship within the school well promotes pupils' understanding of human feelings and emotions. Assemblies are underpinned by the strong belief that all pupils are valued and are equal and have a full contribution to make to their school. It is evident that these pupils are learning a lot about themselves. In lessons the teachers ensure that pupils know exactly what to do and so they have the confidence to believe that they will succeed and are proud of what they do. There are numerous displays, which illustrate the value that teachers place upon their pupils' work. For instance, the prominent display of photographs of pupils during their recent residential visit with positive comments beneath each photograph. There is clear evidence of the many activities that illustrates the breadth of experiences that pupils are offered to develop their spiritual awareness. Parents agree that their children like to come to school
20. Provision for pupils' moral development is very good. The headteacher and all adults working in the school set very good examples. This makes pupils aware of the importance of rules that promote the values of honesty, justice and the care for others. Staff give reasons for how their pupils should behave so that they have a good sense of right and wrong. They are given opportunities to make choices, accept

the consequences and know that their teachers will always listen and support them. For example, in several lessons, teachers praised pupils for their very good behaviour. All pupils move around the school in a very orderly manner and show consideration for one another, particularly those younger than themselves. The headteacher maintains a high profile around the school; thus ensuring that school rules are applied and that pupils are praised and encouraged for their good behaviour.

21. Provision for pupils' social development is very good. There is a strong emphasis on personal, social and health education, which provides a sound basis for the school's approach to sex and drug awareness education. It also provides an effective means of helping pupils who experience difficulties to learn how to share, co-operate and develop excellent relationships. As a result, this has a positive effect on pupils' progress in lessons and the relationships within the school. The headteacher sets a very good example by his quiet calm approach to raising staff and pupils' self-esteem. All adults in the school mirror this example and the pupils are valued for their contribution to the school community. They are taught to respect themselves, other people and property. This makes a positive contribution to their understanding of good citizenship. They are encouraged, from an early age, to take responsibility seriously and sensibly. As they grow older, they return registers to the office, collect the ideas offered to prepare the school newspaper called 'Kids Stuff' or work alongside younger pupils, supporting them in their work or play. Pupils share games at lunchtimes, take part in assemblies, school concerts and other events. Guitar, choir, rugby, football, cross-country, and fencing clubs further extend their social development. They are encouraged to participate in the community, for example, through sports activities and a residential outdoor activity visit where they are taught the importance of team spirit and being able to trust one another. Parents speak positively about how the school helps their children to become mature and responsible.
22. Provision for pupils' cultural development is good. The school prepares pupils well for life in a diverse, multi-cultural society. They enjoy opportunities to prepare traditional foods from other countries such as China and India. They learn about the ancient cultures of Greece, the work of famous artists and composers and their music. There are good opportunities for them to hear music and learn songs from other cultures and countries. They learn about other faiths such as Hinduism, Judaism and Islam. There are a number of visitors to the school, including authors, poets, artists and musicians. These experiences support pupils' awareness of their cultural heritage well and further develop their spiritual and social development.

The leadership of the headteacher and deputy headteacher together with the governors and the subject leaders is very good.

23. The headteacher and his deputy complement each other very well and together they set the tone for the school. There is a total commitment to maintaining what is recognised as being good and developing and refining the details of the school's facilities and learning environment with the purpose of longer-term development. Since the last inspection the quiet but firm leadership of the headteacher has enabled the school to plan for structured development with clarity of purpose and a clear vision for the future. Since the last inspection it is the formalisation of good practice and a sharing of ideals and purpose that has lifted the school to its present high level.
24. With the new deputy headteacher the increased staff has played a very productive part in reviewing the curriculum and in developing the management role of each subject leader. This has enabled the headteacher, designated governors, and subject leaders to observe lessons and to share the best practice with all teachers across the school. Teachers now feel empowered to plan for the improvement of their subject secure that the allocation of funds, tied to the school development plan will be available to promote initiatives. They also recognise the need to report back to the headteacher, colleagues and governors as to how the initiatives are helping to raise standards. All of the staff are helped to share the process of evaluating and improving the planned work, the standards achieved and the quality of teaching and learning in their subjects. Work analysed during the inspection, together with the results of the National Curriculum and voluntary tests results, indicates that they are being successful in this enterprise.
25. The governing body is closely involved in monitoring work within the school to very good effect. Its members bring various skills and talents to this work as well as a strong sense of the school's place in the parish and the village community. Teaching and learning resources are good and are managed very well. The well-maintained and newly extended accommodation is a testimony to their involvement that has

helped the school achieve this. Another example of their industrious search for ways to improve the school is the new suite for information and communication technology that is enabling pupils' attainments to increase rapidly. The governors long-term vision means that they are already planning to improve the library facilities that they recognise will soon be adversely affected as part of the present programme of building work.

WHAT COULD BE IMPROVED

The procedures for setting homework across the school lack consistency.

26. Homework is set regularly in all classes and subjects. It is valued by teachers, is marked carefully and used to promote learning in the next stage of work. However, some work is of a practical nature and involves pupils in doing things at home rather than in writing or doing sums. This work is not clearly understood by some parents as they depend on what their children tell them and sometimes feel unable to help as well as they would like.
27. In some classes teachers have introduced homework diaries and reading diaries. In these classes the intended work is recorded and parents have clearer guidance as to how they might help their children at home. In these classes the reading and homework diaries enable communication between the class teacher and the parents to be relaxed and purposeful and successes are shared as well as support for difficulties being highlighted. Pupils are proud of these books and are pleased to look back at words that they now know well and comments that show how hard they have worked to overcome obstacles.
28. As part of the school's own process of self-evaluation the staff and governors have recognised that the different patterns of setting and monitoring homework have resulted in a lack of consistency across classes and have created a problem in communication for a few parents. As a result, the curriculum committee has devised a new set of procedures that are soon to be ratified by the full governing body and will then be implemented in all classes across the school. The inspection team considers that the planned procedures reflect the good practice seen in some classes and that the intended changes will benefit pupils and parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to build further upon its many strengths the school should:
 - (1) extend the use of the best practice seen in some classes in order to establish a consistent formalised approach to setting, marking and evaluating homework, including regular reading at home, across the school.

The governing body has now ratified the proposals of the curriculum committee and the planned changes will be implemented in the near future

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	5	2	0	0	0
Percentage	9	59	23	9	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	154
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	10

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	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	14	14	14
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	96 (88)	96 (88)	100 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	10
	Girls	14	14	13
	Total	24	25	23
Percentage of pupils at NC level 2 or above	School	96 (88)	100 (88)	92 (100)
	National	85 (83)	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	9	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	11	9	11
	Total	19	17	20
Percentage of pupils at NC level 4 or above	School	86 (72)	77 (83)	91 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	8	9	9
	Total	15	16	17
Percentage of pupils at NC level 4 or above	School	68 (78)	73 (83)	77 (83)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	121
Any other minority ethnic group	1

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)	8.1
Number of pupils per qualified teacher	19
Average class size	22

Education support staff: YR– Y1

Total number of education support staff	3
Total aggregate hours worked per week	69.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
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

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	313883
Total expenditure	299395
Expenditure per pupil	2094
Balance brought forward from previous year	25955
Balance carried forward to next year	40442

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	18	0	0	1
My child is making good progress in school.	50	29	0	1	0
Behaviour in the school is good.	59	19	0	0	1
My child gets the right amount of work to do at home.	35	35	6	3	0
The teaching is good.	49	30	0	0	0
I am kept well informed about how my child is getting on.	36	30	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	54	25	0	0	1
The school expects my child to work hard and achieve his or her best.	52	25	2	0	1
The school works closely with parents.	49	25	6	0	0
The school is well led and managed.	59	20	0	0	1
The school is helping my child become mature and responsible.	49	30	1	0	0
The school provides an interesting range of activities outside lessons.	33	28	11	2	5