

INSPECTION REPORT

PRESALL FLEETWOOD'S CHARITY C E PRIMARY SCHOOL

Presall, Poulton-le-Fylde

LEA area: Lancashire

Unique reference number: 119558

Headteacher: Mrs A C Trousdale

Reporting inspector: Mr R W Wonnacott
2787

Dates of inspection: 24 – 26 June 2002

Inspection number: 197448

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: Mill Street
Preesall
Poulton-le-Fylde
Lancashire

Postcode: FY6 0NN

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Appropriate authority: The Governing Body

Name of chair of governors: Canon E Angus

Date of previous inspection: 15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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?	12
WHAT COULD BE IMPROVED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Preesall Fleetwood's Charity Church of England Primary School is in the village of Preesall, some six miles from Blackpool in Lancashire. There are 150 pupils on roll, between the age of four and eleven years. This makes it a small primary school compared with primary schools nationally. Pupils are taught in six classes. The percentage of pupils entitled to free school meals (10%) is below the national average. The percentage of pupils with special needs, including those with statements of educational need, is below the national average. Pupils have a range of special needs, the majority of these have learning difficulties. All but one pupil is of white British heritage. When children join the school as four-year-olds their levels of attainment are varied, but overall they are typical of that found nationally for the age group.

HOW GOOD THE SCHOOL IS

This is a good school where pupils' needs are carefully considered. Pupils make good progress as they move through the school. At age eleven years, pupils' standards in English, mathematics, science and design and technology are higher than those typically found in primary schools nationally. Standards in other subjects are typical of those found in primary schools nationally. Pupils who have special educational needs are provided with good support. The school meets the needs of all pupils. The importance the school gives to including all pupils in activities is one of its many strengths. All pupils are provided with equal access to the school's provision.

Management and leadership are very good. The headteacher has a very good working relationship with the governors.

The cost per pupil to run the school is slightly above the national average. Teaching in the school is good. Pupils make good progress as they move through the school. When these factors are considered together, the school is judged to provide good value for money.

What the school does well

- Eleven-year-olds attain higher than average standards in English, mathematics and science. Standards in design and technology are high. In all other subjects standards are in line with those found nationally.
- Teaching in the school is good. The good teaching enables pupils to make good progress in their learning. National strategies for developing the pupils' skills in literacy and numeracy have been effectively established.
- Very good provision is made for the spiritual, moral, social and cultural understanding of pupils.
- In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is very good. Relationships in the school are very good. It is a caring school.
- Management and leadership in the school are very good. The headteacher and school governors are providing the school with a clear sense of direction.

What could be improved

- Pupils need to be provided with more opportunities to develop and use their information and communication technology (ICT) skills throughout the school.

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 when five issues were identified that needed to be improved. The school has made good progress in tackling these issues.

- The school's development plan is now a detailed document that provides clear information regarding further developments.
- Assessment information is being effectively used to help pupils make progress in their learning.
- Opportunities for subject co-ordinators to evaluate work in the different subjects are developing well.

In addition, there has been a significant improvement in the quality of teaching. No unsatisfactory teaching was observed during this inspection. Standards in English and mathematics are higher. The headteacher, together with a dedicated staff, provide the school with a high level of capacity to improve further.

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	B	C	B	B
mathematics	B	A	A	A*
science	D	A	A	A

Key

very high A*

well above average A

above average B

average C

below average D

As well as being compared with national results, the school's results are compared with schools with a similar percentage of free school meals. In the table above these are referred to as 'similar schools'. For this group of schools, Preesall Fleetwood's Charity results were above the average in English, well above the average in science and in mathematics the school's results were in the top 5%.

Compared with all schools, in the 2001 national tests for eleven-year-olds the school's results for English were above the national average. In mathematics and science the school's results were well

above the national average. In the 2001 national tests for seven-year-olds, the school's results for reading and writing were below the national average. In mathematics the school's results were well below the national average. The school has examined the data closely and as a result it is providing this group of pupils with additional support. An examination of the books of this group of pupils, who are now in Year 3, indicates that the different strategies that have been used to raise standards for this group have been effective.

The school has used the range of data available to set realistic targets for pupils in national tests for seven- and eleven-year-olds. The evidence gathered during the inspection indicates that the targets will be met.

Discussions with Year 6 pupils, together with an examination of their books and observations in lessons, indicates that in the key areas of English, mathematics and science, more pupils than would be typically found in a similar school are attaining standards that are high for the age group. The highest attaining pupils are working at a level well above that expected nationally for eleven-year-olds.

Overall, pupils attain standards in design and technology that are higher than those typically found in primary schools. The high standards are largely the result of the school's very good links with BAE Systems.

In other subjects, an examination of the pupils' books, discussion with the pupils and evidence though observing lessons indicate that standards are in line with those expected nationally for pupils of seven and eleven years respectively.

By the age of five, children attain standards that are typical of those found nationally for the age group in all aspects of their learning. As a result, they enter the Year 1 class with a range of skills that are generally in line with those typical for the age group. Teaching that is of a good standard enables pupils of all abilities to make at least satisfactory, and more often, good progress as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In the lessons observed the pupils' attitudes to work were very good. Pupils were keen to be involved in activities and they wanted to succeed. In lessons pupils responded well to teachers' effective use of praise.
Behaviour, in and out of classrooms	Overall, behaviour in the school is very good. In lessons, behaviour is very good and at times excellent. In the playground, pupils play together well and their behaviour is very good.
Personal development and relationships	The personal development of pupils is very good. Relationships throughout the school are very good. The oldest pupils are provided with many opportunities to take responsibility for aspects of school life.
Attendance	Attendance levels are similar to those found nationally for primary schools.

There are very good relationships between the teachers and pupils. This has a positive impact on the attitudes pupils show towards their work. Older pupils demonstrate mature attitudes when they help in the day-to-day running of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	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 inspectors visited the school over the equivalent of a two-day period and observed 18 lessons. All teachers were seen teaching at least three times. Lessons where either literacy or numeracy skills were being developed were observed in every class.

Overall, the quality of teaching observed during the inspection was good; in two lessons teaching was judged to be excellent. In all but one lesson, teaching was judged to be good or better. No unsatisfactory teaching was observed. Evidence collected from the teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school.

Teaching has a number of particular strengths. Many lessons were well planned, and teachers used very good questioning techniques and pupils were encouraged to explain why they had provided different answers to questions. Pupils responded well to this approach and were confident to put forward ideas and make suggestions.

Good teaching was observed in English lessons where pupils were developing skills in reading and writing (literacy skills). In mathematics lessons, where pupils were developing their skills in numeracy, the teaching observed was good. In all other subjects of the curriculum the teaching in the lessons observed was of a good quality, overall. Teachers provided good opportunities for pupils to practise these skills in other subjects.

Pupils make good progress in their learning as they move through the school. The good teaching is having an important influence on the pupils' rate of progress in their learning. The teachers' careful planning, and the good support provided by classroom assistants and other adults, enables the school to meet the needs of all the pupils. Pupils with special educational needs make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is good overall. Pupils are provided with good opportunities to develop their knowledge and skills in all subjects of the curriculum.
Provision for pupils with special educational needs	Overall, the provision is good. In lessons, pupils are provided with work that is appropriate to their stage of development, they are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral, social and cultural development. The school is very aware of the need to help pupils in this small school understand a range of different cultures.
How well the school cares for its pupils	The school has good procedures in place ensuring pupils' welfare. Procedures for child protection are good.

The school has spent the majority of teaching time developing the pupils' skills in English and mathematics, and standards in these subjects have improved. Very good links have been formed with local industry and this is having a positive impact on pupils' attainment, particular in design and technology. Parents are totally supportive of the school's work and relationships with parents are positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with very good leadership. She is very clear about the school's strengths and weaknesses and has clear plans for raising standards to an even higher level. Teaching and non-teaching staff provide the headteacher with valuable support.
How well the governors fulfil their responsibilities	The work of the school governors is very good. They are supportive of the school, and carry out their responsibilities effectively. They have well-developed systems that enable them to hold the school to account for its performance.
The school's evaluation of its performance	Test results in English, mathematics and science are analysed. The data collected is then used to decide on priorities for future years. As well as having good procedures for setting overall school targets, good procedures are in place for setting realistic targets for individual pupils.
The strategic use of	Overall, the school uses the different specific grants provided to good effect. Good use has been made of money to support pupils with a

resources	range of learning difficulties; these pupils are making at least good progress in their learning.
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The headteacher has a very clear understanding of the way in which the school needs to develop to raise standards to a higher level. She has very good working relationships with the school governors. Together they have identified a set of appropriate priorities for the school's further development. The governors use the identified priorities effectively to plan spending. They understand and use the principles of best value when making decisions regarding expenditure. Teaching staff contribute in a very positive way to the school's development. The role of subject co-ordinators is now a strength of the school. Learning resources are at a good level.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are keen to come to school and learn; they like school. • Teachers are very approachable and always make time for parents. • The school encourages pupils to understand the difference between right and wrong. • Parents judge that the school is helping their children to mature. • The school is a caring place. 	<ul style="list-style-type: none"> • No significant issues for improvement were identified in parents' responses.

Parents returned 81 questionnaires. Nine parents attended the meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. *Eleven-year-olds attain higher than average standards in English, mathematics and science. Standards in design and technology are high. In all other subjects, standards are in line with those expected nationally.*
2. In the national 2001 tests for **eleven-year-olds**, the school's results for English were above the national average. In mathematics and science the results were well above the national average. When comparisons are made of the school's results with those of schools with a similar proportion of free school meals, the school's results were above the average for English, well above the average for science and for mathematics the school's results were in the top 5%.
3. An examination of the work of the present Year 6 pupils, together with discussions with pupils and observations in classrooms, indicates that the high standards have been maintained. Work in the pupils' **English** books shows that they have a good understanding of formal grammar and are able to use this effectively in their writing. The level of understanding is the result of carefully structured teaching that builds on pupils' past learning. The highest attaining pupils use a good range of language to make their written work lively. For example, when writing a story with the title 'Running', a pupil wrote, '*Suddenly John saw a tattered rope hanging above the muddy green water*'. A second pupil described the death of an animal. '*In one side of the elegant creature there was a huge gash as if it had been sliced by a knife*'. In discussion, Year 6 pupils showed that they have developed good debating skills. They are able to present their arguments in a coherent way. They are also prepared to listen to other pupils' points of view.
4. Work in the pupils' **mathematics** books indicates that they have covered all aspects of the nationally prescribed programme of work. In discussion, the highest attaining pupils demonstrated a higher than average understanding of the way numbers operate. When asked to complete 7×49 they used a range of methods, including multiplying 7×50 and then subtracting 7. Similarly, they have a very good understanding of percentages. Pupils quickly calculated how much they would need to pay for a coat marked £30 if there was a 10% discount. All but a small number of low attaining Year 6 pupils have a good grasp of their multiplication tables. The majority can recall number facts quickly and accurately. This is a result of the attention the school is giving to providing pupils with many opportunities to feel comfortable handling numbers. In addition, pupils have a good understanding of the properties of shapes and they can explain what happens to shapes when they are reflected in a mirror.
5. Work in the **science** books of the Year 6 pupils shows that they have covered a good range of topics over the last year. The work is of a good quality. In discussion, Year 6 pupils were able to show that they have good scientific knowledge over all aspects of the subject. For example, they were able to explain how plants make food using air, water, sunlight and chlorophyll. They used the scientific term *photosynthesis* in the correct way.

When asked to talk about the way they would measure forces, pupils could explain what forces were acting in a particular situation, and they knew that forces were measured in Newtons. Pupils are provided with good opportunities to develop their investigative skills in science. As a result, Year 6 pupils could explain what was needed to make a scientific investigation 'fair', showing a good understanding of the need to control variables.

6. Standards in **information and communication technology** (ICT) vary across different aspects of the subject. Evidence gathered through informal observations of pupils using the computer suite, together with an examination of their past work, indicates that pupils attain high standards when they use computers as word processors. For example, Year 6 pupils working on producing a school newspaper showed that they were able to use a range of techniques, to improve the layout of the newspaper. On the other hand, there is little evidence to show how pupils are using computers to help display information they have gathered in simple surveys. The school needs to ensure that as pupils move through the school they are provided with regular opportunities to use ICT across a range of subjects.
7. The limited evidence collected during the inspection indicates that pupils make the best progress in developing their ICT skills when the teacher is confident in the subject. For example, in the class with Year 4 and 5 pupils, the subject co-ordinator is confident and enthusiastic about ways in which computers can be used to enhance pupils' learning, and consequently pupils make good progress. The Year 6 teacher does not share the same confidence, and so the skills developed by pupils in Year 5 are not developed, in a systematic way, across all aspects of the subject by pupils in Year 6. In addition, ICT skills are not consistently used to enhance pupils' understanding in other subjects. For example, there were few examples in the pupils' work to show how computers were helping learning in science.
8. The school now has a good range of computers available for the pupils' use. However, during the inspection the machines were not fully used and this was a waste of valuable resources.
9. Standards in **design and technology** are higher than those typically found in primary schools nationally. The school has formed very good links with BAE Systems (BAES). The links have encouraged pupils to become involved in a number of projects that are related to design and technology. For example, in the past year pupils have designed and made models of sand yachts. They have then had the opportunity to use the wind-tunnel at BAES to test and compare their craft. In recent years the school has worked closely with other schools to design an aeroplane of the future. Pupils from the school were able to take advantage of the design section at BAES to help them with their planning. The links provide the pupils with an added sense of purpose to their work.
10. In all **other subjects** of the curriculum, pupils are attaining standards that are in line with those expected nationally of pupils in primary schools. Work in the pupils' books, an examination of displays in the school and informal discussions with pupils indicate that standards, across a range of subjects, are typical of those expected for the different age groups. For example, in physical education the evidence gathered from observing one

lesson, together with that gained from informal observations at playtimes, showed pupils to have a range of ball skills at a level usually found in primary school.

11. In the 2001 tests for **seven-year-olds**, the school's results were too low. The school governors and staff recognised that steps needed to be taken to raise standards for this particular group of pupils. A range of strategies have been used to help this group of pupils improve their performance. A scrutiny of their books indicates that standards have improved, and that the majority are now working at the level expected for eight-year-olds. Work in the books of the present Year 2 pupils indicates that the school's results for 2002 should show clear improvements.
12. The school recognised that in the 2001 reading tests for seven-year-olds, the boys' results were too low. To help raise standards in boys' reading, the school has purchased new reading books with stories that are considered to be more appealing to boys. At the time of the inspection it was not possible to make a judgment about the success of this approach, as the materials had not been in use for a long enough period of time.
13. Pupils who have been identified as having **special educational needs** attain standards that are appropriate for their individual levels of understanding and attainment. Work for this group of pupils builds on their past levels of understanding. They are well supported in class.
14. Overall, there has been an improvement in standards since the last inspection.
15. ***The teaching in the school is good. The good teaching enables pupils to make good progress in their learning. National strategies for developing the pupils' skills in literacy and numeracy have been effectively established.***
16. There are six classes in the school. The Reception children are taught in a class with some Year 1 pupils. The remaining Year 1 pupils and Year 2 pupils make up Class 2. The Year 1 pupils are withdrawn each morning so that Key Stage 1 pupils work as separate year groups for English and Mathematics. There are three classes in Key Stage 2, one class with Year 3 and 4 pupils, one class with Year 4 and 5 pupils and a class with Year 6 pupils.
17. In the 18 lessons observed during the inspection, teaching was judged to be excellent in two lessons, very good in three lessons, good in 12 and satisfactory in the remaining one lesson. Evidence collected from the teachers' planning, their records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school.
18. Inspectors visited the school over the equivalent of a two-day period. All class teachers were seen teaching at least twice. In the limited time available, inspectors focussed on the teaching of English and mathematics and of the skills of literacy and numeracy in particular. Five lessons were observed where English was being taught and three lessons where mathematics was being taught. Teaching was also observed in a range of other subjects, including science, history, physical education and design and technology. The limited

observations of teaching in these subjects, together with an examination of pupils' past work and teachers' planning records, indicate that the quality of teaching in these areas of the curriculum is good overall. In addition, four lessons were observed where the Reception children were developing a range of skills. The teaching observed in this class was very good.

19. In both English and mathematics lessons, teachers expect pupils to attain high standards. The work set is of a challenging nature and pupils are encouraged to develop a sense of critical awareness in their work. For example, in a Year 1 literacy lesson where pupils were beginning to use research skills to write about the life cycle of a frog, the level of challenge was particularly high and pupils made rapid gains in their understanding of the subject. One pupil was able to comment, *'This is another example of metamorphosis'*. The teacher's use of high quality questioning skills was a significant factor in the teaching being judged as excellent.
20. The teaching seen of English (with a focus on literacy skills) was consistently of good quality. In one lesson it was judged to be excellent and in a second it was judged to be very good. The teaching of mathematics (with a focus on numeracy skills) was of a good quality. The teachers are making very good use of the new national guidance for teaching literacy and numeracy skills. The work is planned in great detail and there is clear evidence of pupils building on their past learning. In classes with pupils of different ages, the work is carefully planned to meet the needs of individual pupils. For example, in a mathematics lesson where the Year 3 and 4 pupils were developing their understanding of patterns in their multiplication tables, the work provided for different groups of pupils took into account their past learning. During the lesson all pupils were able to make good progress in their learning.
21. Good use is being made of the introduction to mathematics lessons, when pupils are regularly encouraged to develop a range of strategies to solve problems involving numbers. For example, when Year 2 pupils were asked to complete a range of problems involving adding three or four to a given number they used a good and effective range of strategies. The 'quick-fire' approach used in this part of the session added to the pupils' confidence when using numbers.
22. In the lessons observed, teachers made very good use of a range of strategies to help pupils develop their skills and understanding, in all subjects observed. For example, in a Year 3/4 literacy lesson, where pupils were writing letters to the newspaper defending the young people of today, the teacher enabled the pupils to explore their own feelings about the way their behaviour is reported before providing them with a clear structure for their letters. Through careful questioning she was then able to check that the pupils understood what they had to do. As a result, they were able to complete the task in small groups. Similarly, in a Year 6 science lesson where pupils were exploring the way plants and animals are related in a 'food chain', the teacher used the pupils' previous knowledge to help them understand that plants were always the start of any food chain. Good use was then made of the school's nature area to enable pupils to explore food chains in a small environment. During the lesson, pupils made clear gains in their understanding of the interdependence of plants and animals. However, an opportunity to develop the pupils' ICT skills by using computers

to help classify plants and animals was not taken.

23. The teaching observed in the Reception class was very good overall. The sessions were very well planned and took full account of the national guidance for the age group. The teacher used every opportunity to help children develop their language skills. In a lesson where the teaching was judged to be excellent, the teacher provided the children with an excellent model as she read them a story. During the lesson, the children were encouraged to undertake some writing, and to use the many clues in the room to help them with their spelling. The children were keen to complete their work and they demonstrated mature attitudes. An examination of the teacher's planning records indicates that the provision for this age group is consistently of a very high quality.
24. The detail in the teachers' planning is a strength of the school. Teachers are very clear about what they are expecting pupils to learn, and in the majority of the lessons observed the intentions were made clear to pupils. In classes with mixed age groups, the planning takes good account of pupils' past learning, and work is matched to the differing levels of pupils' ability. Teachers are making good use of assessment data to focus their teaching. In addition, the pupils are very clear about their individual targets for development. When asked, they talked about how they have achieved past targets and how they intend to reach their new targets.
25. Teachers make good use of displays to help pupils with their learning. Pupils' work is attractively displayed. The best displays ask pupils to find further information. For example, a display on the Greeks invites pupils to use reference books to find more information about Greek history. Similarly, a display on estimation asks pupils to estimate how many bricks were used to make a model; the answers are readily available.
26. The evidence gathered from examining the pupils' past work indicates that homework is generally used effectively and adds to the pupils' learning in class. The best use is made of homework when it provides pupils with additional support for their learning.
27. In the lessons observed, pupils made good progress in their learning in response to good teaching. The careful way in which teachers plan the curriculum ensures that pupils make good progress in learning. Teachers make effective use of assessment information to ensure that work is adjusted to the needs of different pupils. During lessons, teachers check on pupils' understanding of the work and, when necessary, go over ideas again. For example, in a Year 3/4 mathematics lesson where it was clear to the teacher that pupils had not understood the previous day's work, she introduced a number of new ways for pupils to think about the task. The pupils responded in a positive way and they quickly showed that the approach had been successful.
28. The school keeps detailed records of pupils' progress as they move through the school, including examples of each pupil's work. An examination of these 'Records of Achievement' provides a clear picture of the way in which individual pupils have developed. The records are adapted to suit the particular needs of pupils. For example a pupil with special educational needs, who would find it difficult to use written language to record ideas,

has an achievement record that is largely tactile. Teachers, pupils and parents add to the records on a termly basis.

29. These judgments represent a clear improvement in the quality of teaching over that reported following the last inspection.
30. ***Very good provision is made for the spiritual, moral, social and cultural understanding of pupils.***
31. The school makes very good provision for the pupils' **spiritual development**. The Christian ethos of the school, which is a caring one, plays an important part in helping pupils to understand their place in the world. In lessons pupils are encouraged to reflect on the ideas that are being developed and to relate them to their lives. The school's very close contacts with the local church add to the pupils' spiritual understanding. Very good use is made of the school's immediate environment to help pupils understand the significance of their place in the world. Pupils are encouraged to become aware of the way plants and animals develop.
32. The geographical position of the school is well used by teachers to provide pupils with a very clear idea of the way the sea, rivers and land are related. Very good use is made of the location to further add to pupils' spiritual development. The relatively high position of the school above the surrounding countryside is used to very good effect to help pupils understand their relative position in the world.
33. The school makes very good provision for the pupils' **moral development**. In lessons pupils are encouraged to think about the way their actions affect others. They discuss issues in a mature way and are prepared to apologise when they have done something wrong. The school has a very clear code of behaviour and this is well understood by pupils. Evidence gathered from lesson observations and observations of pupils at break-times indicate that the very good level of behaviour is a reflection of the school's code of conduct.
34. Very good provision is made for the pupils' **social development**. Pupils are provided with many opportunities to work together in class. When this does occur, they work in small, mixed gender groups with no fuss. For example in a Year 2 science lesson pupils were able to share resources in a sensible way and were prepared to help each other, if the need arose. Pupils show concern for each other. Older pupils take responsibility for the younger pupils, helping them with their lunch, and making sure that they understand the school's procedures in assembly. The older pupils take these responsibilities very seriously.
35. Visitors are made to feel very welcome in the school. Pupils are very polite and during the inspection they greeted members of the inspection team by name when they met them in the corridors. They were keen to ensure that team members were not lost. If the need arose, pupils opened doors for their visitors and generally made them feel an integral part of the school.
36. Provision for the pupils' **cultural development** is very good. Teachers' plans, and displays

in the school, show different ways in which aspects of the school's work are designed to broaden the pupils' understanding of their own and other cultures. For example, a display relating to the Queen's Golden Jubilee showed how the school provides pupils with a clear picture of how their community fits into a wider culture. The pupils raise money for a school in Africa. This link is used to good effect to help pupils understand another culture.

37. ***In lessons, pupils show very good attitudes to their learning. Pupils' behaviour is very good. Relationships in the school are very good. It is a caring school.***
38. Pupils are very keen to come to school. They enjoy the lessons and activities available. The parents who responded to the questionnaire stated that their child liked school. In discussion, pupils were very positive about their work and showed enthusiasm for it. Pupils were very keen to point out where their work was on display. In lessons, pupils settle quickly to work and concentrate well. They try hard to complete the work they are set. The good support provided for pupils with special educational needs enables them to be involved in lessons; they too share the positive attitudes that pervade the school.
39. Behaviour in lessons is very good. Pupils respond very positively to the high expectations of staff. Eighteen lessons were observed during the inspection. In two lessons the pupils' attitudes and behaviour were judged to be excellent, in eleven lessons they were judged to be very good and in the remaining lessons they were judged to be good. These are high figures. The excellent behaviour occurred in lessons where Year 1 pupils were developing their literacy skills and Reception children were developing writing skills. In both lessons the pupils were highly motivated and keen to complete the tasks set. As a result, they worked hard and their behaviour was exemplary.
40. Behaviour at breaks and lunchtimes is consistently very good. In the dining hall and the playground, pupils are polite to one another and to adults. They play well and harmoniously together; boys and girls were observed playing football together in informal games. They look after their own property well and show due respect for the school's books and other resources. Parents consider that behaviour in the school is very good and see this as a strength of its work
41. Relationships throughout the school are very good. The teaching staff work very well together. Their close relationships are transmitted to pupils who also have very positive relationships with each other. In lessons, teachers and pupils have very good relationships. Teachers and support staff provide pupils with very good role models. Adults work well together; they support each other and are prepared to have a joke with the pupils. The pupils respond in a very positive way to this approach.
42. Teachers know the pupils extremely well and use this fact to very good effect to help pupils, when they are having difficulties.
43. During the inspection, pupils from the neighbouring high school were visiting the school on work experience. On numerous occasions these older pupils were observed helping the youngest pupils, for example, by tying up their shoes. The friendly and positive atmosphere

throughout the school was reflected in this spontaneous behaviour of teenagers to the school's pupils.

44. These judgements represent an improvement in this aspect of the school's work from those reported at the time of the last inspection.
45. ***Management and leadership in the school are very good. The headteacher and school governors are providing the school with a clear sense of direction.***
46. The headteacher provides the school with very good and decisive leadership. She is very well respected by all those connected with the school. Through observation of classroom practice she has built up an accurate picture of the strengths, and relative weaknesses, of the teaching team. The headteacher has effectively delegated responsibility to staff for a range of subjects. To enable her to monitor the way staff carry out these duties, she has put in place a detailed set of procedures that provide a very clear analysis of how individual subjects are being delivered. Subject co-ordinators monitor provision in their subjects and the information gathered is then given to the headteacher. Staff take their responsibilities seriously and carry out their duties efficiently. The headteacher has identified suitable areas of organisation and teaching that need further development. Her firm but fair approach is well suited to ensuring that the necessary progress will occur.
47. The work of the school governors is very good. They are fully involved in the management of the school. They have established a clear committee structure that enables them to meet the many nationally imposed requirements of school governors. Individual governors have taken responsibility for particular aspects of the school's work, for example, work in literacy and provision for special educational needs. These governors take their responsibilities very seriously; they have attended training to help them understand the importance of their roles. Governors have also spent time in classrooms watching pupils learn. The governors have established very good procedures that enable them to monitor important aspects of the school's work. The minutes of governors' meetings are very full and provide clear evidence that governors are holding the school to account for its actions. The governors can demonstrate the need to use the principle of best value when spending money. For example, they have recently changed the firm of architects responsible for new buildings as they judged they were not being given good advice.
48. The governors are making very good use of the data available from analysing the results of national tests. They recognised that the 2001 results for seven-year-olds were too low, using data on the performance of similar schools, and used financial resources to provide more support for this group of pupils when they became Year 3 pupils. The evidence gathered from examining the books of the Year 3 pupils and through classroom observations indicate that the extra resources have been well focussed. As a result, these pupils have made good progress over the last school year.
49. The school uses specific grants to good effect. For example, the money that has been identified for supporting pupils with special educational needs is well focussed, so that that this group of pupils make good progress in their learning. Staff are provided with good opportunities for professional development. When the training is not of the required

standard, for example some training relating to the use of the computers, then the headteacher and governors are prepared to ensure that better quality training is provided.

50. Subject co-ordinators are providing the headteacher with very good support. All the teaching staff have responsibility for particular subjects of the curriculum. There are clear procedures that enable them to monitor the teaching of these subjects, throughout the school. This approach works well and ensures that subject co-ordinators are fully engaged in the development of their subject.
51. The staff and governors have written very good plans for the school's further development. The priorities they have identified are appropriate for a primary school. The plans show how the priorities are to be addressed in a given time scale. The governors review the targets on a regular basis and make adjustments to the plan as the need arises.
52. These judgements represent an improvement in the management of the school from those reported at the time of the last inspection.

WHAT COULD BE IMPROVED

53. ***Pupils need to be provided with more opportunities to develop and use their information and communication technology (ICT) skills throughout the school.***
54. Standards attained by Year 6 pupils in ICT vary across aspects of the subject; overall they are in line with those expected nationally for the age group. However, an examination of the books of pupils in other year groups indicates that development of ICT skills throughout the school is too variable.
55. The staff have been involved in a programme of ICT training. However, the training was judged by the school to be not of a high quality and several teachers still lack confidence in using ICT. As a result, there is no clear, systematic development in the ICT teaching and learning programme, as pupils move through the school. This means that pupils' progress in developing skills is too variable and the skills learnt in one class are not adequately built on in the following year-group. The pupils' progress in developing their ICT skills is too dependent on the teachers' varying level of confidence in using computers.
56. The school has a good range of resources for ICT. The number of computers available to pupils is good, both in classrooms and in a computer suite. However, during the inspection it was not clear how pupils, in all year groups, were able to use the full range of resources available. At times many of the computers were not being used.
57. The co-ordinator has written a good scheme of work that shows how pupils' ICT skills should develop. Staff now need to use this scheme to identify how ICT skills can be developed using different subjects. For example, the school needs to consider how computer programs could help pupils make simple scientific classifications of the animals, and plants, they find in the school's nature area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The school governors, in conjunction with the headteacher and staff, need to provide pupils with more opportunities to develop and use their ICT skills by:
- Providing staff with continuing training so that they gain in confidence in using ICT;
 - Ensuring that the resources that are available are fully used, so that pupils in all age groups have better access to computers;
 - Identifying, in a clear way, how skills in ICT can be developed through their use in other subjects.
- (Paragraphs 7, 8, 22, 54, 55, 56 and 57).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	3	12	1	0	0	0
Percentage	11	17	67	6	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	150
Number of full-time pupils known to be eligible for free school meals	-	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	12	12	12
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	83 (73)	83 (82)	88 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	7
	Girls	12	11	12
	Total	20	19	19
Percentage of pupils at NC level 2 or above	School	83 (73)	79 (73)	79 (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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	17	16	17
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	96 (80)	96 (90)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	17	16	17
	Total	26	27	28
Percentage of pupils at NC level 4 or above	School	93 (85)	96 (90)	100 (95)
	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	1
White	126
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	22.4
Average class size	30.0

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	99.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	387553
Total expenditure	370706
Expenditure per pupil	2488
Balance brought forward from previous year	8874
Balance carried forward to next year	25721

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	150
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	49	1	0	0
My child is making good progress in school.	51	42	6	0	1
Behaviour in the school is good.	53	44	2	0	0
My child gets the right amount of work to do at home.	28	58	12	1	0
The teaching is good.	44	51	1	0	4
I am kept well informed about how my child is getting on.	41	46	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	4	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	42	49	9	0	0
The school is well led and managed.	60	36	4	0	0
The school is helping my child become mature and responsible.	52	46	0	0	2
The school provides an interesting range of activities outside lessons.	30	48	15	1	6