

INSPECTION REPORT

OUR LADY AND ST WERBURGH'S CATHOLIC PRIMARY SCHOOL

Newcastle-under-Lyme

LEA area: Staffordshire

Unique reference number: 124367

Headteacher: Mr J Devine

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 14th – 16th January 2002

Inspection number: 197648

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to

certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Seabridge Lane
Clayton
Newcastle - Under - Lyme
Staffordshire
Postcode: ST5 4AG

Telephone number: 01782 297451

Fax number: 01782 297456

Appropriate authority: The Governing Body

Name of chair of governors: Mr B Bester

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22361	Mrs M Gough	Registered inspector
9981	Mr S Hussain	Lay inspector
22556	Mr E Morgan	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Clayton, on the outskirts of the town of Newcastle-Under-Lyme, and caters for two hundred and nineteen pupils between the ages of four and eleven. The school has no Nursery provision, but during the Spring and Summer terms, children can attend the Pre-Reception class on a part-time basis. Almost all of the pupils are of white ethnicity, and no pupil has English as an additional language. The number of pupils known to be eligible for free school meals is seven, representing three per cent of the school population. This is well below average. In total, twenty-three pupils have special educational needs. This represents ten per cent of the school population and is well below average. One pupil has a statement of special educational needs. Generally, pupils' attainment is above average when they start school although there is some variation from year to year. Generally, the school population is relatively static.

HOW GOOD THE SCHOOL IS

This is an extremely effective school that has many strengths. Pupils of all abilities, including those who have special educational needs, make good progress. By the time pupils leave school at the end of Key Stage 2, they attain very high standards in English, mathematics and science. The quality of teaching and learning is good throughout the school, and there are particular strengths in the teaching of English, mathematics, science and music. Pupils' learning is enhanced by their excellent attitudes and their very good behaviour. The leadership of the headteacher is very good, and he enjoys the full support of the staff, parents and Governing Body. The school gives very good value for money.

What the school does well

- Standards in English, mathematics, science and music are well above the expected levels at the end of Key Stage 1 and Key Stage 2.
- The quality of teaching and learning is good across the school.
- Pupils have excellent attitudes to school and their behaviour is of a consistently very good standard.
- The provision for pupils who have special educational needs is very good and ensures that these pupils make good progress.
- The partnership between the home, school and local community is very good and has a positive impact on the pupils' learning.
- The leadership of the headteacher is very good and ensures clear direction for the school's development.

What could be improved

- Assessment procedures and the use made of assessment information in subjects other than English and mathematics.
- The role of the curriculum co-ordinators in monitoring teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since the last inspection. Standards in art and design, design and technology and information and communication technology have improved and are now at the expected level. However, the school has identified that there is still more work to be done in developing the use of information and communication technology across the curriculum in some classes. The school has made good progress in improving the School Development Plan, which is now an effective working document that contains realistic targets set within manageable timescales. The plan is monitored and evaluated regularly. Since the last inspection, teachers have taken part in a wide range of training initiatives, and this has given them additional expertise and confidence which is reflected in their teaching. The overall quality of teaching and learning has improved, and is good overall. The school has made good progress in developing assessment procedures in English and mathematics, but has not yet established manageable assessment procedures for tracking and monitoring pupils' attainment and progress in other subjects. The school has done a great deal in recent years to improve the building and the pupils' learning environment, and firm plans are in place for an outdoor classroom. The school has a clear understanding of its strengths and relative weaknesses, and is very well placed for continued and further development.

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

On the basis of the 2001 end of Key Stage 2 national test results, pupils' attainment is well above the national average in English. Their attainment in mathematics and science is very high in relation to the national picture, placing the school in the top 5% of schools nationally. Standards in all three subjects have been consistently above and well above the national average over the past few years, but have usually been slightly higher in mathematics and science than in English. This is because the few pupils who have special educational needs perform at a lower level in English than they do in mathematics and science, and this impacts upon the overall results. In comparison with similar schools, based on the number of pupils entitled to free school meals, the pupils' performance in English is average, and in mathematics and science their performance is well above average. The inspection findings indicate that the current group of Year 6 pupils is attaining very high standards in English, mathematics and science, and that the initiatives to continue to improve raising standards in writing are having a very positive impact. The school sets appropriately challenging targets for Key Stage 2 pupils in English and mathematics, which are generally very accurate.

On the basis of the 2001 end of Key Stage 1 national test results, pupils' attainment is well above the national average in reading, below average in writing and average in mathematics. The performance of this group of pupils in writing and mathematics is not typical, and the test results for previous years indicate that standards are generally much higher than this. This particular group of pupils contains a higher than usual percentage of pupils with special educational needs, and this affected the overall test results. In comparison with similar schools, the pupils' performance is average in reading and well below average in writing and mathematics. The inspection findings, based on the current group of Year 2 pupils, indicate that standards in reading, writing, mathematics and science are well above national expectations.

By the end of Key Stage 1 and Key Stage 2, standards in music are well above national expectations and pupils achieve very well in relation to their age. Pupils benefit from specialist teaching which has a very positive impact on their learning and on the standards they attain.

The children's attainment when they start school in the Reception class spans the full ability range but is usually above the expected level overall. The children make good progress in their first year in school and benefit from a very well balanced curriculum that is well tailored to meet their individual needs. By the end of the Foundation Stage, most children attain beyond the Early Learning Goals in each of the areas of learning, which are, communication, language and literacy, mathematical development, creative development, physical development, personal, social and emotional development and knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils of all ages and abilities are extremely well motivated. They are very enthusiastic about their work, and show exceptional levels of concentration and perseverance.
Behaviour, in and out of classrooms	Very good. Pupils throughout the school are very well behaved at work and at play. They are very polite and considerate of one another. Pupils are kind, and helpful to others.
Personal development and relationships	Very good overall. Relationships amongst pupils and between pupils and adults are excellent. There are extremely high levels of mutual respect and tolerance. Pupils are very willing to take on responsibility for aspects of their learning and for jobs around the school. Older pupils show very good levels of independence in the way in which they make decisions about their work.
Attendance	Excellent. Attendance is very high in relation to the national average and there is no unauthorised absence. Pupils enjoy coming to school and arrive on time enabling a prompt start to lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Pre-Reception and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching and learning is good throughout the school and has improved since the time of the last inspection. In Key Stage 1 and Key Stage 2 there are particular strengths in the teaching of English, mathematics, science and music which lead to very high standards in these subjects. Basic skills of literacy and numeracy are taught well in most classes and teachers are beginning to make more use of information and communication technology to support pupils' learning, although there is still more work to be done in some classes. Lessons are invariably very well planned and pupils know what is expected of them. Most teachers are very enthusiastic and this motivates the pupils in their learning. In the best lessons seen during the inspection, teachers made very good use of learning resources to clarify important teaching points and to enhance and enliven the pupils' learning. Lessons are generally well paced and carefully structured so that the pupils' attention is held. A strength of teaching in some lessons is the way in which pupils are encouraged to plan, perform and evaluate aspects of their work. This leads to pupils becoming self-critical, and helps them to see how they can make improvements. The quality of marking is satisfactory overall, but is good in the upper part of Key Stage 2 where comments help the pupils to see the next step in their learning.

The teaching of children in the Foundation Stage is good overall. Children in the pre-Reception group are taught by a qualified nursery nurse who is well supervised by an experienced member of the teaching staff. The Reception children enjoy taking part in a wide variety of activities, which are well matched to their ability and interest levels. There is a good balance of activities that the children choose themselves and those that the teacher leads, and some very good opportunities for the children to develop independent learning skills.

Pupils with special educational needs are well taught by their classteachers and by the part-time special educational needs co-ordinator, who works with small groups of pupils, supporting them in their classwork. This additional input helps them to overcome their difficulties and to gain in confidence. The decision to employ a part-time music specialist, who works with all classes, is very cost-effective, and is having a very positive impact on the pupils' learning and on the standards they achieve. Likewise, the weekly release of the information and communication technology co-ordinator, to enable him to work with upper Key Stage 2 classes is highly effective and is helping to raise standards in this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for Key Stage 1 and Key Stage 2 pupils meets statutory requirements and is effectively enhanced by a variety of additional learning opportunities, including visits and extra-curricular activities. The curriculum for the Foundation Stage children is good, and appropriately covers all areas of learning. Structured play opportunities are used well to promote independent learning and to reinforce the children's skills, knowledge and understanding.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are identified at an early stage and they receive very good support from their classteachers and the part-time special educational needs co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision overall for the pupils' spiritual, moral, social and cultural development, but is only in the early stages of developing a comprehensive programme for pupils' personal, social and health education.
How well the school cares for its pupils	The school is very caring of the pupils. Procedures for child protection and for ensuring the pupils' welfare are very good. Good assessment procedures are in place in Key Stage 1 and Key Stage 2 for English and mathematics, but assessment and recording systems for other subjects are too informal and do not enable the school to accurately track and monitor pupils' progress and attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school. The monitoring role of subject co-ordinators is in the early stages of development, and there is still more to be done in terms of monitoring standards, teaching and learning through the observation of lessons and the scrutiny of pupils' work.
How well the governors fulfil their responsibilities	Good. Governors are fully involved in the management of the school and are well informed about their roles.
The school's evaluation of its performance	Good. The headteacher and senior management team have a good grasp of how the school is performing in relation to other schools, and a good appreciation of the school's strengths and weaknesses.
The strategic use of resources	Very good. The school makes very good use of the available funds to support educational development and carefully monitors the cost-effectiveness of major spending decisions. The headteacher and Governing Body have a good understanding of the principles of best value.

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 agree that their children like coming to school and enjoy their work • Parents are very pleased with the progress their children make and believe that the school sets high standards and has high expectations of the pupils. • Parents strongly agree that behaviour in the school is good. • The vast majority of parents are satisfied with the amount and frequency of homework. • Parents are pleased with the quality of teaching and agree that the school is well led and managed. • Most parents are pleased with the level of information they receive from the school about their children's progress. • Parents believe that the headteacher and staff are approachable and accessible and agree that problems and concerns are resolved. 	<ul style="list-style-type: none"> • Parents believe that there are no significant areas for improvement in the school's work, although a small number would like more homework for older Key Stage 2 children.

Parents are very pleased overall with the education the school provides. Although a small number of parents would like more homework for older Key Stage 2 children, the inspection findings indicate that the pupils receive a good amount of homework that effectively complements and extends their classwork.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics, science and music are well above the expected levels at the end of Key Stage 1 and Key Stage 2.

1. The inspection findings, based on the performance of the current Year 2 and Year 6 pupils, indicate that pupils' attainment at the end of Key Stage 1 in English, mathematics and science is well above the national average and, at the end of Key Stage 2, pupils' attainment in these subjects is very high indeed. Differences between the inspection findings and the 2001 end of key stage test results are due to differences in the composition of the cohorts. Standards in music are also well above the expected levels at the end of both key stages, and the overall provision for music is a strength of the school. Pupils of all ages and abilities, including those who have special educational needs, make good progress as they move through the school.
2. Many pupils have a good knowledge and understanding of books when they start school and, by the time they transfer to Year 1 at the end of the Foundation Stage, most pupils are keen and enthusiastic about reading and enjoy listening to stories. Key Stage 1 teachers effectively capitalise upon this interest, and provide a good range of opportunities for pupils to extend their breadth of reading experience. Basic skills of reading are well taught in school, and many parents provide good support by encouraging their children to practise at home. Because teachers provide a great deal of praise and encouragement, pupils of all abilities believe in themselves as 'readers', and tackle new words with confidence. The school makes very good use of a variety of commercial reading schemes which ensure that pupils make good and steady progress in acquiring and practising their reading skills. Very good use is made of 'guided reading' sessions in the literacy hour, when teachers spend time with groups of pupils helping them to consider the text in detail, and providing them with good opportunities to discuss characters, setting and plot. By the end of Key Stage 1, the vast majority of pupils are fluent and expressive readers who have a good sight vocabulary, and who are able to make use of a range of strategies to decode new or complex words. They are working well above the nationally expected level in this aspect of their English work.
3. By the end of Key Stage 2, the majority of pupils are reading at an exceptionally high level in relation to national expectations. Teachers encourage pupils to develop their love of books, and many pupils read extensively at home, which supports their learning in school. Most pupils are skilled in skimming and scanning text, and this enhances their learning in other subjects, especially when they are seeking information in reference books. The highest attaining pupils draw very effectively on their wide reading experience to support their work in literacy lessons. For example, during the inspection, when Year 6 pupils were considering the notion of a story within another story as a strategy for creating suspense in their writing, some pupils were able to provide examples from books they had read, which helpfully illustrated the points the teacher was making. Pupils enjoy reading, and sharing their favourite books with their classmates, and have excellent levels of confidence which serve them well when they are reading particularly challenging material.
4. Standards in writing are well above national expectations at the end Key Stage 1. Pupils are very confident about expressing their ideas on paper, and their writing is well structured and often imaginative. They make good use of a wide range of vocabulary to bring their writing to life, and use punctuation well, and sometimes with humour, such

as when they introduce exclamation marks to highlight what they regard as an important point. Pupils' spelling of commonly used words is nearly always accurate, and they make very good attempts at more complex words. Pupils of all abilities are keen and willing to write at length, and the highest attaining pupils develop their ideas well, moving clearly from one section to another. Pupils use their writing skills very well in other subjects. For example, in their geography work, pupils have used persuasive writing very effectively to explain the delights of the French town of Roscoff, and have gone on to use instructional writing when explaining a recipe for making pancakes. In design and technology, pupils have very effectively evaluated the winding mechanisms they made, using appropriate technical vocabulary to explain their ideas clearly. Teachers are very encouraging when they mark pupils' work, and this gives pupils very good levels of confidence.

5. By the end of Key Stage 2, pupils' writing is of an exceptionally high standard and this is reflected in the percentage of pupils who attain the higher Level 5 in the end of key stage national tests. Teachers provide a very good range of opportunities for pupils to write in different styles, and teach pupils the necessary strategies and techniques they need to refine and improve their work. Pupils understand the need for planning their writing, and this leads to well structured pieces which have good pace and appeal to the reader. Before writing fiction, pupils consider the characters, the setting of the writing, and the sequence of the main events. They make very good use of adjectives and adverbs to bring their work to life, and are skilled in introducing dialogue at key points to add interest. In the upper part of the key stage the marking of pupils' work is very thorough, and comments are particularly helpful in showing pupils how they can improve their work further. This attention to detail helps to raise the standard of writing for pupils of all abilities. Pupils' understanding and knowledge of English grammar are very secure, and are evident in their written work across the curriculum. Pupils' writing is generally lively and interesting, and pupils enjoy expressing their ideas on paper.
6. By the end of Key Stage 1, pupils' attainment in mathematics is well above the national average. There are particular strengths in the pupils' knowledge and understanding of number. Pupils confidently handle large numbers, and use their knowledge of pattern in number to check their answers. For example, they know that numbers multiplied by five will end in five or zero. Higher attaining pupils explain the infinity of number well, and make a very good attempt at explaining negative numbers. Pupils have a very good grasp of aspects of shape, space and measure. They measure accurately in centimetres and metres, and they are given good practical opportunities to ensure that they are able to make sensible estimates of weight and length. Pupils' attainment is enhanced by good teaching, and by the pupils' own interest in the subject. Many pupils treat mathematics as a challenge, and approach new tasks and problems with very high levels of enthusiasm and extremely high levels of confidence. Pupils are encouraged to work carefully and to check their work, using a range of strategies. This means that they make few careless mistakes and this serves them well when they are working under test conditions.
7. By the end of Key Stage 2, pupils' attainment in mathematics is exceptionally high, and the 2001 end of key stage test results show that the pupils' performance places the school in the top 5% of schools nationally. In the 2001 tests, one pupil attained the very high Level 6. Although pupils are not entered at this level every year, especially gifted pupils have the opportunity to work at this level when appropriate. Work in class is always challenging, and teachers have very high expectations of the pupils, to which they respond with enthusiasm. Pupils' ability to manipulate numbers and to make accurate and speedy mental and paper calculations is impressive, and their confidence with number enhances their work across other elements of the mathematics

curriculum, and in other subjects. Pupils have a very good mathematical vocabulary, which they are encouraged to use when explaining their work. Because the vast majority of pupils are very good readers, they have little trouble in solving word problems, and quickly establish what is being asked of them. Pupils tackle problems methodically and are not afraid to try a variety of approaches. Pupils benefit from good teaching and have excellent attitudes to learning. They work very hard and produce good amounts of work in lessons. The learning of the lower attaining pupils is further enhanced by additional support through 'booster' classes, and good amounts of regular homework complement classwork and extend and consolidate the pupils' learning. Pupils of all abilities make good progress as they move through Key Stage 2 and their knowledge and understanding across all elements of the mathematics curriculum are very secure. Key Stage 2 teachers provide good opportunities for pupils to use and apply their mathematical knowledge in other subjects, such as in science where pupils carry out and record repeated measurements, and in design and technology where pupils use their skills of measuring when making models and artefacts.

8. By the end of Key Stage 1, pupils' attainment in science is well above national expectations. Many of the pupils have lively and enquiring minds and show very high levels of interest in the subject. They enjoy finding things out, and are keen to carry out investigations. The vast majority of pupils observe carefully, and use their writing skills well to record their findings. From an early age, pupils are encouraged to use appropriate scientific vocabulary to express their ideas, and this makes their explanations precise and accurate. Pupils' knowledge of living things, materials and their properties and physical processes is very secure, and pupils have very good recall of their previous learning. In lessons, work is carefully levelled to meet the needs of different groups of pupils and this means that pupils learn effectively at different rates. For example, in a lesson seen during the inspection, pupils were divided into three ability groups, and each group considered a different aspect of the same problem. The quality of teaching is good, and there is a good balance of activities that are directed by the teacher, and those where pupils organise their own learning.
9. By the end of Key Stage 2, pupils' attainment in science is exceptionally high, and the 2001 end of key stage test results show that the pupils' performance places the school in the top 5% of schools nationally. The teaching is good, and coverage of the National Curriculum programmes of study is very thorough ensuring that pupils have a very good breadth of knowledge and experience. Pupils are encouraged to carry out a wide range of experiments and investigations, and the higher attaining pupils are very skilled at setting up and monitoring their own practical tasks. Pupils are encouraged to find things out for themselves and to pursue their own lines of enquiry. Pupils learn well from their mistakes and, by the end of the key stage, most carefully consider all aspects of the investigation they wish to undertake, and make sensible and accurate predictions before starting their work. Pupils make very good use of their numeracy and literacy skills to support their science work. They make repeated measurements, understanding that their work must be supported by accurate data. They write very good accounts of experiments they have carried out, drawing pertinent conclusions, and linking them to their original hypotheses. The vast majority of pupils are very successful independent learners who go about their tasks with a great sense of purpose and show very good method in their work. The highest attaining pupils are exceptionally independent and show high levels of creativity and originality in their approach to problem solving tasks.
10. Standards in music are well above national expectations at the end of both key stages. Music is highly valued in the school, and this is reflected in the wide range of musical opportunities and experiences that are provided for pupils. The employment of a part-

time music specialist, who works with every class in the school, is a very cost-effective use of funds. The teaching is good, with very good features, and contributes significantly to the high standards pupils achieve. Pupils' knowledge and understanding are progressively and systematically extended as they move through the school. Frequent opportunities for the pupils to perform their work to their classmates and wider audiences help to develop their confidence and self-esteem, and ensure that they understand the need for rehearsal and practice. Pupils have particularly good skills of composition which are fostered from an early age. By the end of Key Stage 2 pupils produce good quality compositions which successfully combine instrumental and vocal sounds based on repeated rhythmical patterns. Pupils make very effective use of the pentatonic scale to support their melodic work, and this adds a further dimension to their compositions. The school offers a good range of extra-curricular activities in music and some of these activities provide good opportunities for pupils to take part in local events, such as music festivals. A significant number of pupils receive instrumental tuition, and this means that the school has a strong orchestra, which performs at special occasions. In addition, the school has an enthusiastic choir that meets on a weekly basis, and several recorder groups.

11. The school is justifiably proud of pupils' attainment in English, mathematics, science and music at the end of both key stages, and works hard to maintain these high standards. The school caters very well for pupils across the ability range, extending pupils who are gifted, and gives very good support to those pupils who have special educational needs. Good use is made of assessment information in English and mathematics to track and monitor pupils' progress and attainment and to ensure that accurate targets can be set at the end of Key Stage 2. Good teaching ensures that pupils make good progress as they move through the school, and the pupils' own tremendous enthusiasm for learning is an important contributory factor to the high standards they attain.

The quality of teaching and learning is good across the school.

12. The teaching of children in the pre-Reception and Reception classes is good and ensures that they have a good start to their education. Staff follow the national guidelines for the curriculum for Foundation Stage children, and ensure that there is a good mix of activities that are led by the teacher and those that the children choose themselves. The classroom provides a busy learning environment for the children, and daily activities are planned around each of the six areas of learning. Resources are well labelled, and are easily accessible to the children, who are encouraged to select them themselves and to tidy them away after use. In the Reception class, the teacher and classroom assistants work well together, and judicious adult input helps individual children to acquire and develop basic skills. For example, whilst playing in the role-play area, which is currently set up as an Antarctic environment, children are encouraged to talk about what they are doing, and the adults help them to use specific vocabulary to explain their ideas, and to develop their understanding of Arctic weather conditions. Good use is made of ongoing assessment to help plan the next stage of the children's learning, and care is taken to ensure that the children's learning moves forward at a good rate.
13. The quality of teaching and learning in Key Stage 1 and Key Stage 2 is good with some very good features. All lessons are well prepared and this means that they run smoothly. The main objectives of the lesson are often shared with pupils, enabling them to know exactly what is expected of them. Lessons are well paced, and this helps to maintain pupils' attention and concentration. In many lessons seen during the

inspection, the teachers' enthusiasm for the topic helped to capture the pupils' interest and to motivate them in their learning. Without exception, teachers make very effective use of questions during discussion sessions. On some occasions questions are used to check the pupils' understanding before teachers move onto new ideas, on others, they are used to extend the pupils' learning by stretching them in their thinking. Teachers effectively vary the level of the questions they use so that the lowest and highest attaining pupils in the class are equally challenged.

14. There are many strengths in the teaching of English, mathematics and science. Coverage of the National Curriculum programmes of study is very good, enabling pupils of all abilities to make good progress in a steady and systematic fashion. The National Literacy Strategy and the National Numeracy Strategy are effectively implemented, and supplemented where appropriate. For example, pupils have additional reading and writing opportunities over and above those recommended by the National Literacy Strategy, which help to extend their learning. In numeracy lessons, good use is made of the introductory mental session in most classes, and this serves to help the pupils to become speedy in their answers to mental questions, and to develop their immediate recall of important number facts. In science, good emphasis on the practical elements of investigation and experimentation helps the pupils to acquire the necessary knowledge and understanding, and to develop good levels of independent learning skills. Basic skills are taught well throughout the school. There are many real and meaningful contexts for pupils to practise such skills as reading, writing for a purpose, measuring and calculating numbers.
15. The teaching of music and information and communication technology by specialist teachers is good, and has a positive impact on pupils' progress and on the standards they attain. Teachers have high expectations to which the pupils respond enthusiastically. Their specialist knowledge enables them to fully extend the pupils in their learning with the result that pupils are often working at above the expected level. Currently, the music teacher works with all classes, and it is especially beneficial when teachers join her in the lessons, enabling good teaching practice to be shared. In information and communication technology, the co-ordinator works with the Year 5 and Year 6 classes, and because of the success of this initiative, the school would like to extend the opportunity to other classes in the future.
16. The teaching of pupils with special educational needs is good. Teachers make good use of individual education plans in class to guide pupils' learning, and pupils are very well supported in their work by the special educational needs co-ordinator who works with small groups and individuals. Higher attaining pupils are effectively challenged and this enables them to achieve higher than the nationally expected levels in their work. Good use is made of homework in all classes to support and extend the learning of pupils across the ability range. Booster classes are used well to prepare Year 6 pupils for the end of key stage national tests, and national strategies such as the Additional Literacy Strategy, and Springboard Mathematics are a further aid to pupils who are experiencing some difficulties with aspects of their English and mathematics work.
17. Throughout Key Stage 1 and Key Stage 2 a strong feature of teaching is the way in which teachers encourage pupils to plan, perform, review and refine their work. This is most evident in practical lessons, and has an extremely positive impact on pupils' learning. For example, in music, pupils of all ages are given the opportunity to plan and devise their compositions, which they then perform to their classmates. Pupils are invited to evaluate their own work, and that of others, and are very kind and positive in their comments. Because of the culture of pupil evaluation in the school, by the end of Key Stage 2, pupils are very skilled at picking out strengths and weaknesses in their

learning, and offering solutions to the problems they identify. Pupils of all ages and abilities are very confident about sharing their work with others, and teachers are careful always to give them choice of whether or not to perform and share their work so that pupils are not unnecessarily embarrassed or put under any pressure.

18. In the best lessons seen during the inspection, lessons were considerably enhanced by the use of learning resources, which enlivened the pupils' learning and reinforced important teaching points. For example, in a Year 5 art and design lesson, pupils considered a wide range of different containers. They compared and contrasted the materials that had been used, the shape and purpose of the various containers, and the extent to which they were decorative or designed for a particular purpose. In an English lesson in Year 4, the teacher very successfully used a series of film clips to demonstrate to the pupils what a 'fantasy place' might look like, and in the Reception class the teacher made very good use of toys from the past and present to give the children a basic understanding of the passage of time.
19. Throughout the school teachers effectively promote independent learning skills and pupils are encouraged to be creative and original in their thinking. From an early age, pupils make choices about their work, and are given many open-ended tasks, which require them to take some responsibility for their own learning. For example, in a Year 2 mathematics lesson seen during the inspection, pupils were asked to find as many ways as possible of making different numbers, and were given the freedom to choose which of the four rules of number they used, and how many numbers they wished to put in their number sentences. These frequent low key opportunities for pupils to make decisions about their learning build the pupils' confidence and self-esteem, and promote independent learning. Key Stage 2 pupils are encouraged to carry out independent research and this enhances their capacity for personal study and prepares them well for the transfer to secondary school.
20. The quality of teaching has improved since the time of the last inspection and is of a consistently good standard across the school. Teachers are highly committed, enthusiastic and conscientious, and are keen to update their knowledge and understanding by attending a wide range of relevant training courses. Staff work very well together and there is a strong team spirit. This means that individual teachers are keen to seek support and advice from their colleagues, and to share good practice. Support staff are highly valued, and they work closely in class with teachers. This partnership has a very positive impact on the pupils' learning.

Pupils have excellent attitudes to school and their behaviour is of a consistently very good standard.

21. Pupils of all ages have excellent attitudes to work and enjoy coming to school. They respond very well to their teachers' high expectations, and are enthusiastic and keen in all that they do. From an early age, pupils are encouraged to take responsibility for aspects of their own learning and, as they move through the school, they become increasingly proficient at organising their work, and making choices and decisions. By the time they leave school, the vast majority of pupils are skilled in producing good quality projects which involve them in independent research, and which develop their note-taking, drafting and editing skills. This capacity for carrying out personal study prepares the older pupils very well for their transfer to secondary education. Most pupils have very good skills of literacy and numeracy, which they use effectively to support their work in other subjects.

22. Pupils throughout the school take a great deal of pride in the presentation of their written work, and this is especially noticeable in the upper part of Key Stage 2 where their work is often very neatly presented and carefully organised. Pupils' handwriting is well formed in all classes, and by the end of Key Stage 2, pupils consistently use a joined script in all of their written work, which enhances the presentation. Pupils are keen to improve the quality of their work, and pay good attention to their teachers' suggestions for improvement.
23. Pupils of all ages and abilities show a very mature attitude to work, and are very hard-working and conscientious. They are extremely well motivated and enthusiastic, and there are occasions when they can hardly wait to start work because they are so excited by the proposed activities. This was very evident in a Year 1 music lesson seen during the inspection, where the pupils took turns to play instruments and sort them according to the length of note they produced. Pupils of all ages are very co-operative when working in pairs and small groups, and generously share ideas and resources. During the inspection there were many examples of pupils learning from one another, such as when they shared ideas for compiling a spreadsheet in an information and communication technology lesson.
24. Pupils show exceptionally high levels of concentration and perseverance and produce good amounts of work in the allocated time. There is often a spirit of friendly competition amongst pupils, and this has a positive impact on their learning, and adds a further dimension of excitement to some activities. Teachers often set challenges for the pupils in terms of the time allowed for the completion of set tasks, and the pupils respond very well and organise their learning effectively within the given parameters. This particular tactic prepares pupils very well for working under test conditions when they have only a limited amount of time. In all classes, pupils are encouraged to develop their imaginations, and originality and creativity are recognised and celebrated by pupils and teachers alike.
25. Behaviour in the school is very good and pupils respond well to the school's high expectations. Relationships amongst pupils and between pupils and adults are excellent, and adults set excellent role models for the pupils. Incidents of serious misbehaviour or bullying are extremely rare, but are dealt with speedily and effectively if and when they arise. There have been no exclusions in the school, and the school rarely has to use the agreed sanctions to manage pupils' behaviour. Teachers make very good use of a wide range of rewards to celebrate achievement and good behaviour and pupils respond well to this encouragement and recognition. Parents are justifiably pleased with the standard of behaviour in the school, and pupils agree that there is a happy family atmosphere.
26. The pupils' very good behaviour and their excellent attitudes to work have a significant impact on their learning, the standards they achieve, and the quality of life in the school.

The provision for pupils who have special educational needs is very good and ensures that these pupils make good progress.

27. The school caters very well for the small number of pupils in the school who have special educational needs. Funds are effectively used to buy in the services of a part-time special educational needs co-ordinator who works in the school for three mornings each week. During this time she supports groups of pupils both in class and on a withdrawal basis. The school has given a great deal of thought to the organisation of the special educational needs provision, and pupils are only withdrawn from class for parts of lessons, so that important whole-class teaching points are not missed. These withdrawal sessions are highly effective in ensuring that pupils receive individual support, which helps them to overcome their difficulties, and raises their self-esteem as they gain confidence within a small group. In class, pupils with special educational needs receive very good support from their teachers. Work is often set at different levels so that pupils with special educational needs can participate fully and achieve their potential. The provision for pupils with a statement of special educational needs is very good. The special educational needs co-ordinator has already received training in preparation for the introduction of the new Special Educational Needs Code of Practice, and has shared the information with staff.

The partnership between the home, school and local community is very good and has a positive impact on the pupils' learning.

28. Parents are very pleased with the standard of education the school provides, the quality of teaching and leadership, and the progress their children make. Parents are extremely supportive of the school. A thriving Parent/Teacher Association raises large amounts of money which are very well used to enhance the learning environment. For example, the recently installed adventure playground was partly funded through donations from the Parent/Teacher Association. In addition, the vast majority of parents are very supportive of their children at home, and help them with their homework and listen to them read. Parents regularly help out in school and accompany pupils on educational visits. The school ensures that parents are very well informed about its life and work and provides good levels of information about the progress their children are making.
29. Very good use is made of the local community to enhance the pupils' learning. For example, last year, local Firefighters were invited into school to talk to the Reception children, who greatly enjoyed learning how hoses work. Each year there is a 'Football in the Community' event, sponsored by the local football club, where pupils and their families play football. Opportunities for older pupils to take part in music festivals and sporting fixtures enhance their personal development and help them to develop their confidence. Importantly, the school has very close links with the parish community, and the church, which occupies the same site, is used regularly for celebrations and acts of worship.

The leadership of the headteacher is very good and ensures clear direction for the school's development.

30. The headteacher provides very good leadership for the school and is fully committed to maintaining, and improving where possible, the very high standards the school achieves across many aspects of its life and work. The deputy headteacher, staff, Governing Body and parents provide loyal support for the headteacher, and share his

vision for the future development of the school. The school is very welcoming, and provides a stimulating, attractive and supportive learning environment for all pupils. Relationships between adults and pupils are excellent, and there are very high levels of mutual respect and tolerance. The school very successfully promotes the Christian values that are contained within its Mission Statement. This is an extremely effective school which has the capacity for continued development.

31. Good progress has been made since the last inspection in addressing the key issues identified in the previous report. This has led to overall improvements in teaching, improved standards in art and design, design and technology and information and communication technology, a more effective School Development Plan, and good assessment procedures in English and mathematics. In addition, the school has moved forward at a good rate on its own initiatives. The school has a newly installed information and communication technology suite which is well used by groups of pupils, and which is having a positive impact on standards in the subject. The building has been extended, and plans are underway to build an outdoor classroom. The outside environment has been improved by the construction of an extensive adventure playground, which is very popular with pupils of all age groups.
32. The arrangements for the professional development of staff are particularly good and have a very positive impact on the quality of teaching and learning. Staff give freely of their time to attend a very wide range of courses, which are selected on the basis of both personal need, and the needs of the school as identified in the School Development Plan. In the past year, training has been linked to aspects of physical education, information and communication technology, the teaching of children in the Foundation Stage, performance management, personal, social and health education, and school self-review. The most recent whole-school training has focused on the creative dance element of the physical education curriculum. This has been very effective in increasing teachers' expertise in the subject, and has given them high levels of confidence which are evident in their teaching. For example, during the inspection, a very good Year 6 dance lesson was observed where the teacher's enthusiasm was communicated to the pupils, who were highly motivated and achieved good standards in their work. Since the last inspection, all staff have received training about child protection, fire prevention and asthma, and information and communication technology is a continued area for whole-school staff development.
33. The monitoring and evaluation of the school's performance are good, and have enabled the school to maintain very high standards across many aspects of its work since the last inspection. The school makes good use of assessment data to monitor and track pupils' progress and attainment in English and mathematics, and this means that additional support can be carefully targeted. The headteacher makes regular evaluations of the quality of teaching and learning through classroom observation, and gives useful feedback to individual teachers. Plans are in place for subject co-ordinators to develop their monitoring role, both through classroom observation and the more rigorous scrutiny of pupils' work. The Governing Body effectively monitors school development through the regular review of progress towards targets in the School Development Plan, and governors have a good understanding of what constitutes best value for money in terms of what the school provides for pupils and parents.
34. The school has very good procedures in place to monitor the cost-effectiveness of its spending decisions, and makes very good use of the available funding to support educational development. Good use is made of the information gathered from monitoring exercises when planning spending. For example, to raise standards in information and communication technology, the co-ordinator is released on a weekly

basis to work with other classes in the school. Likewise, a part-time special educational needs teacher has been employed to support those pupils who are not attaining at the expected level in some aspects of their work. The budget is carefully monitored, and prudent housekeeping enables the school to plan successfully for future developments. The school gives very good value for money.

WHAT COULD BE IMPROVED

Assessment procedures and the use made of assessment information in subjects other than English and mathematics.

35. The school has good procedures in place for assessing, recording, tracking and monitoring the progress and attainment of Key Stage 1 and Key Stage 2 pupils in English and mathematics. However, assessment procedures for the other subjects of the National Curriculum are too informal, and rely too heavily on the exchange of verbal information between teachers. Although more able pupils are identified and well catered for, the lack of assessment systems in subjects such as art and design, music and physical education means that talented pupils are not formally identified so that additional provision can be made for them. Likewise, pupils who are consistently having difficulties with aspects of their work.
36. The school has recognised the need to devise and implement whole-school assessment procedures in subjects other than English and mathematics, and is currently in the process of developing assessment systems for science.

The role of the curriculum co-ordinators in monitoring teaching and learning.

37. The headteacher has carried out a good amount of classroom observations, the outcomes of which have been shared with teachers so that they are aware of the relative strengths and weaknesses in their work. However, because of staff changes, the role of the curriculum co-ordinators in monitoring teaching and learning in their subjects is in the very early stages of development. Most co-ordinators now monitor their colleagues' planning, and this helps to ensure that the schemes of work are appropriately covered and that there is progression in the pupils' learning within individual subjects. Co-ordinators carry out some scrutiny of pupils' work, but this is not as intensive as it could be, and is not always sufficiently focused so that precise targets for whole-school development can be identified. Some classroom observations have been carried out by the English co-ordinator, but in other subjects, co-ordinators have not yet had the opportunity to monitor the quality of teaching and learning through classroom observations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the assessment procedures and the use made of assessment information in subjects other than English and mathematics the school should:

- introduce manageable and effective assessment procedures for all subjects;
- ensure that pupils' attainment and progress is recorded and systematically tracked and monitored as the pupils move through the school.

To improve the role of the curriculum co-ordinators in monitoring teaching and learning the school should:-

- ensure that subject co-ordinators have more opportunities for monitoring teaching and learning through classroom observation;
- ensure that the monitoring of teaching and learning through the scrutiny of pupils' work is more focused.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	4	15	2	-	-	-
Percentage	-	20	71	9			

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

	Pre- Reception	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	10	219
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs

	Pre- Reception	YR – Y6
Number of pupils with statements of special educational needs	0	22
Number of pupils on the school's special educational needs register	0	1

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	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.7
National comparative data	5.2

School data	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	13	18	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	18	16	18
	Total	30	28	31
Percentage of pupils at NC level 2 or above	School	97 (100)	90 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	18	18	18
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	20	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	18	20	19
	Total	33	35	35
Percentage of pupils at NC level 4 or above	School	92 (91)	97 (97)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	19	20	20
	Total	34	35	36
Percentage of pupils at NC level 4 or above	School	94 (86)	97 (91)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	184
Any other minority ethnic group	3

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	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	75

Qualified teachers and support staff: Pre- Reception

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	1
Total aggregate hours worked per week	12.5
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	434545
Total expenditure	421204
Expenditure per pupil	1808
Balance brought forward from previous year	45350
Balance carried forward to next year	58691

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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	219
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	59	37	2	0	2
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	49	40	10	0	1
The teaching is good.	70	28	0	0	2
I am kept well informed about how my child is getting on.	34	53	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	63	29	6	1	1
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	43	45	5	3	4
The school is well led and managed.	58	33	4	4	1
The school is helping my child become mature and responsible.	66	33	0	0	1
The school provides an interesting range of activities outside lessons.	42	48	8	1	1