

INSPECTION REPORT

HIPPINGS METHODIST PRIMARY SCHOOL

Oswaldtwistle

LEA area: Lancashire

Unique reference number: 119398

Headteacher: Mr T C Haslam-Jones

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 28th – 30th January 2002

Inspection number: 198094

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 Controlled
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Heron Way Oswaldtwistle Lancashire
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Appropriate authority:	Governing body
Name of chair of governors:	Carole Warden
Date of previous inspection:	6 th October 1997

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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	11
WHAT COULD BE IMPROVED	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a community that reflects a wide range of socio-economic backgrounds. There are 216 pupils taught in seven classes from Reception to Year 6. All pupils are white and none requires support for English as an additional language. The percentage of pupils with special educational needs is close to the national average at 21% and the percentage of pupils with statements of special educational needs is high at 2.7%. The percentage of pupils eligible for free school meals is 10% and is below the national average. The school population is very stable and the pupils' attainment when they start school is broadly average. The school recently received an Achievement Award in recognition for its improved National Curriculum test results and it has also achieved the Active Mark for physical education.

HOW GOOD THE SCHOOL IS

This is a good school. It provides pupils with a broad and balanced curriculum that encompasses Christian traditions and values. The majority of pupils achieve well in English, mathematics and science by the time they leave school at the end of Year 6. Throughout the school, all pupils develop good attitudes to learning, behave very well and form very good relationships with others. The school has a strong equal opportunities policy that ensures that each child has the most appropriate education regardless of their social, cultural or religious background or of their ability or gender. The quality of teaching is good overall and good leadership by the head teacher and governors ensures that the school is efficiently managed. The school provides good value for money.

What the school does well

- Standards are above average in speaking and listening, reading, mathematics and science by the end of Year 2 and well above average overall in English, mathematics and science by the end of Year 6.
- The quality of teaching and learning is very good in the Foundation Stage.
- In Key Stage 1 and 2 the quality of teaching is good overall with very good teaching for pupils with special educational needs. The good quality of teaching enables pupils to enjoy school, behave well and develop very good attitudes to their work.
- Very good links with parents have a positive impact on pupils' learning.
- The quality of leadership and management across the school is good and resources are very well managed and deployed.

What could be improved

- The quality of handwriting and the range of opportunities for extended writing.
- The provision of outdoor facilities for children in the Foundation Stage

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. Each of the key issues for action has been successfully addressed. The quality of teaching has improved and the trend of improvement in the end of Year 6 test results in English, mathematics and science is above the national trend. The standards in information and communication technology and design and technology are much better than they were. The school improvement plan now includes measurable targets and the role of subject co-ordinators has been strengthened.

The accommodation has been extended and the range and quality of computers improved. The school is well placed for continued improvement.

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	C	C	A	A
mathematics	A	A	A	A
science	A	A	A	A

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

The table indicates that standards in mathematics and science have been consistently well above the national average in the last three years, although in English, the standards achieved in 2000 and 1999 were close to the national average and not as good as they were in mathematics and science. In 2001, standards in English, mathematics and science were well above the national average and well above average compared with similar schools. The trend in the end of Year 6 test results in English, mathematics and science was above the national trend. Inspection evidence is that by the end of Year 6 pupils have made good progress in science and achieve standards that are well above the national expectations for their age. In mathematics, pupils make good progress in numeracy and achieve standards that are above national expectations. In English, whilst pupils make good progress in speaking and listening and in reading, reaching standards that are better than national expectations, progress in writing is only satisfactory and pupils could do better. This is because not enough opportunities are given to pupils to write on their own and for a suitably wide range of purposes. Pupils with special educational needs in Key Stage 2 make good progress towards the targets in their individual education plans. The targets for pupils' attainment in English and mathematics at the end of Year 6 are established using information from good quality assessment procedures. In 2001 the targets were exceeded.

At the end of Year 2, the standards achieved in the 2001 National Curriculum tests were above the national average in reading, writing, mathematics and science. In comparison with similar schools, standards were above average in reading and mathematics and well above average in writing. Inspection evidence indicates that the standards of the pupils in the current Year 2 class are above the national average in reading and mathematics and pupils achieve good standards in speaking and listening. Standards in writing in Key Stage 1, although close to national expectations, could be better than they are if more opportunities were given to pupils to write their own pieces of work. Throughout Key Stage 1, pupils with special educational needs make good progress towards the targets in their individual education plans. There is no significant difference between the attainment and progress of boys and girls.

In other subjects, pupils achieve well in information and communication technology and physical education. In art and design, design and technology, geography, history, and music pupils reach standards that are broadly in line with national expectations by the end of both

Year 2 and Year 6. In religious education pupils achieve the expectations of the locally agreed syllabus by the end of both key stages.

In the Foundation Stage, children in the Reception class, make good progress from an average level of attainment when they start school. By the end of the Reception year they achieve the early learning goals in each area of learning i.e. their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development. A significant number of children reach the early learning goals well before they start Year 1 but progress in physical development is depressed by the lack of appropriate outdoor facilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to learning and display good levels of tolerance and sensitivity to others.
Behaviour, in and out of classrooms	Very good. Pupils act sensibly and responsibly at all times towards others and to property. They are polite and considerate of the needs of others at all times with little prompting from staff.
Personal development and relationships	Very good relationships exist between pupils and between pupils and staff. As pupils move through the school, they develop a good ability to use their initiative and take responsibility.
Attendance	Good overall with very low levels of absence. There were no exclusions in the last academic year.

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 overall quality of teaching and learning is good, and is a strength of the school. During the inspection, many examples of very good teaching were seen throughout the school but especially in the Reception class and in Year 6. The teaching of pupils for special educational needs is very good with some excellent features. The basic skills of speaking and listening, reading, numeracy and information and communication technology are taught well in Key Stage 1 and Key Stage 2 classes, and there are some good opportunities for pupils to apply these skills in their work in other subjects. In most classes, however, expectations for pupils' writing are not high enough and pupils do not always have suitable opportunities to develop their skills of extended writing.

The quality of planning is good, detailing what different ability groups should do. Very good relationships between teachers, pupils and support staff promote amongst pupils good behaviour and high levels of interest in their work and this helps pupils to work well. Where the best teaching occurs, teachers make very good use of resources such as computers to add interest to the pupils' learning. Pupils are also made to feel valued because their views are respected and listened to by adults. The purpose of lessons is often shared with pupils

and this helps them to know what they are aiming for and what they have achieved and this encourages them to work hard.

In Key Stage 1 and 2, marking is satisfactory and staff are starting to make better use of it to involve pupils in setting their own targets for improvement. Good use is made of homework especially in reading and this contributes to above average reading standards across the school. Information and communication technology is taught very well by key staff with a good knowledge and understanding of the significance of computers to learning. Elements of science, music and physical education are also taught very well.

The teaching of pupils in the Reception class is of a very good standard and ensures that each child has a good start to their education. Despite weaknesses in the provision of outdoor play resources, children are provided with a very good range of highly organised activities that successfully enable them to make very good progress in reaching each of the early learning goals, by the time they start Year 1 and often before.

Very good teamwork between teachers and support staff, ensures that the needs of all pupils, including those with special educational needs are fully met and recent measures to improve the provision for gifted and talented pupils has extended the range of individual support so that the full range of pupils' abilities are being effectively met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good curriculum is provided for children in the Reception class. The curriculum for Key Stage 1 and 2 pupils is satisfactory. All subjects are taught with a good emphasis on information and communication technology but not enough time is given to developing pupils' writing skills. Pupils benefit from access to a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The school ensures that all pupils with special educational needs make good progress towards the targets in their individual education plans. The statutory requirements in respect of pupils who have statements of special educational needs are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes good provision for promoting pupils' social and moral development, and satisfactory provision for promoting pupils' spiritual and cultural development. The provision for pupils' personal, social and health education and citizenship is satisfactory.
How well the school cares for its pupils	The school makes good provision for pupils' welfare and day -to-day care. The family atmosphere of the school provides everyone with a feeling of being cared for and valued. Good use is made by teachers of assessment information to guide planning in English, mathematics and science.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head teacher provides strong and clear leadership for the school. He enables key staff to work closely as a team in successfully managing the school. The role of subject co-ordinators is good overall in checking on the quality of teaching and learning. Provision for pupils with special educational needs is very well managed.
How well the governors fulfil their responsibilities	Good. The governing body is a strong, caring and committed group of people who are well informed about school life. It provides good support for the head teacher and staff whilst maintaining a critical eye on all that the school does.
The school's evaluation of its performance	Good. The governing body works closely with the head teacher and staff to analyse essential assessment data and other performance indicators to monitor the quality of education the school provides and standards achieved by pupils.
The strategic use of resources	Very good. All resources are effectively deployed to benefit pupils. The governing body and head teacher have developed good procedures to check on whether spending gives best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and enjoy learning. • The caring and supportive atmosphere. • The quality of leadership and management of the school and the quality of teaching. • The way the school involves them in their children's education so that support is given at home. 	<ul style="list-style-type: none"> • Information about the process used for the setting of targets for improvement for their children.

The inspection findings support the positive views of parents. Pupils enjoy school and enjoy learning and there is a supportive and caring atmosphere that pervades the school. The quality of leadership and management and of teaching is good overall and they are the most significant factors in the good progress made by pupils. The effectiveness of links with parents is very good and this successfully contributes to the rate of learning in the school. The school is establishing a process for target setting which is a positive development to involve pupils in their learning, but more needs to be done to involve parents in this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in speaking and listening, reading, mathematics and science by the end of Year 2 and well above average overall in English, mathematics and science by the end of Year 6.

1. The 2001 test results at the end of Key Stage 1, indicate that pupils' attainment in reading, writing and mathematics is above the national average. In comparison to similar schools, attainment is well above average in writing and above average in reading and mathematics. The results in each subject have varied in recent years between being close to the national average in 1998 and 2000 to well above average in 1999. The inspection findings support the test results and indicate that by the end of Key Stage 1 pupils do well in reading and mathematics. By the end of Key Stage 2, pupils' attainment in mathematics and science has been consistently well above the national average and well above the average for similar schools in each of the last four years. In 2001, standards in English by the end of Year 6 were well above both the average for all schools nationally and for similar schools representing a significant improvement overall from the previous three years when standards were close to the national average. Inspection evidence indicates that standards in writing across Key Stage 2, whilst satisfactory, could be better if pupils had more opportunities to write independently.
2. Reading is well taught in Key Stage 1 providing pupils with a good start to learning. Good teamwork between class teachers and support staff promotes amongst pupils a love of books through the sharing of stories as part of well managed lessons for literacy. Pupils are successfully guided through a structured reading scheme, matching books to pupils' needs and interest levels whilst encouraging pupils to choose their own books to open up wider opportunities for reading. A significant factor in pupils' reading development is the contribution made by parents listening at home to their children reading each day. Pupils have regular reading sessions in class in addition to the shared reading and guided reading activities provided during literacy lessons. The highest attaining pupils read fluently, with good expression and have a good knowledge and understanding of the plot of a story, the features of the main characters and the main events of what they read. Pupils are introduced to non-fiction texts and both boys and girls are encouraged to select such books from their library. Good levels of additional support from the special educational needs co-ordinator and classroom support staff for pupils with difficulties in reading help to give pupils confidence and to develop an enjoyment of reading amongst all pupils. By the end of Key Stage 1, pupils' attainment in reading is above the national average.
3. In Key Stage 2, pupils continue to make good progress in reading. Pupils maintain regular reading time in addition to that provided as part of literacy lessons, and they continue to regularly read at home. The breadth of reading is extended for pupils as they move through the school so that by the end of Year 6, pupils have a wide knowledge and understanding of both contemporary and, to a lesser extent, classical authors. Regular opportunities for pupils to exchange books coupled with good support for reading from home contribute to the large majority of pupils in Year 6 reading fluently and with good use of the voice to convey meaning and expression. Pupils acquire good research skills and are competent in using established library filing systems to identify and select books to support topics or areas of personal interest. Pupils understand the significance of the contents, index and glossary pages of books. Teachers make effective use of shared reading and paired reading in literacy lessons to encourage pupils to share their own ideas about the pros and cons of different texts.

Pupils have regular opportunities to read in front of others for example, as part of Morning Worship, and this adds to the importance of reading as a means of communication. The pupils are skilled at reading challenging words and this helps them to do well in tests as well to support work across the curriculum. By the end of Key Stage 2, pupils' attainment in reading is well above the national average.

4. The school successfully promotes good standards of speaking. Teachers provide good role models by speaking with good clarity and use of voice and they expect pupils to speak with them in the same way. Opportunities are regularly given in lessons for pupils to discuss their own views and ideas and, at times, to share their opinions with the whole class. Opportunities are built in to the curriculum and day-to-day life of the school for pupils to speak during assemblies and productions performed for parents and the community. Because lessons are well managed and there are high expectations for pupils to behave well, pupils are able to listen to teachers and other pupils with little distraction. The good listening skills contribute to the good progress overall.
5. By the end of Key Stage 1, pupils' attainment in mathematics is above the national expectations for their age. The large majority do better than expected for their age and only a small number do not reach the expected standards. The National Numeracy Strategy has been effectively implemented across the school and this has been a significant factor in the good standards being achieved. Pupils in Key Stage 1 enjoy mathematics lessons and are especially enthusiastic when they apply their knowledge and understanding to new situations. For example, during a science activity investigating force, pupils applied their measuring skills very well to gather information and to record it accurately and neatly. Pupils have a secure grasp of number and add, subtract, multiply and divide well for their age. They understand the value of each digit in for example, the number 35 and competently apply learned strategies for accurately adding to or subtracting from it. Teachers provide ample opportunities for pupils to use resources to support practical activities involving using money, measuring length or weight and in using equipment such as number lines to help to solve problems. Mathematical vocabulary is successfully used and this helps pupils to explain what they are doing concisely and accurately. Teachers make learning fun and in a Year 2 lesson, pupils responded well to using "Addition Bingo" to add numbers up to 20, As well as practising and improving their knowledge and understanding of conventions such as the + and – mathematical signs, discussion with the pupils showed that they used the correct terminology to describe what they were doing. Teachers place a good emphasis upon problem solving and this results in pupils being confident mathematicians by the end of Year 2.
6. In Key Stage 2, good progress is maintained with significant increase in the rate of learning in Year 6, reflecting particularly good teaching. By the time the pupils leave school at the age of 11, most attain standards that are well above both the average for all schools nationally and for similar schools. In Year 6, very high expectations are made of all pupils and the good support of classroom assistants ensures that everyone is included in learning. Good use is made of the mental starter time and plenary time at the end of lessons. Pupils are expected to think for themselves throughout Key Stage 2 and by Year 6, the vast majority have developed a wide range of strategies for solving mathematical problems. In some instances, pupils confidently talked of up to three ways of answering the same question. A group of older pupils effectively applied the correct formula to recognise when a number changes from being positive to negative. The good use of mathematical vocabulary developed in Key Stage 1 is extended in Key Stage 2 and most pupils communicate what they are doing very well as a result. Pupils work quickly and enthusiastically and the provision of harder work for higher attaining pupils maintains everyone's levels of interest. There are particular

strengths in pupils' attainment in number and in the representations of data for example through line graphs. Good use is made of information and communication technology to support mathematical work for example, creating a spreadsheet to record and compare different areas of surfaces.

7. By the end of Key Stage 1, in science pupils attain standards that are above the national average overall. By the end of Year 2, pupils have acquired a secure knowledge and understanding of living things, the properties of materials and forces and their effects. During a Year 2 lesson the pupils demonstrated good levels of independence when comparing the way vehicles move down slopes of different inclines. Pupils have a good knowledge of how to predict results, observe and record what happens and to use the information to make sensible conclusions. The vast majority communicate what they are doing and what they are finding out using suitable scientific words.
8. By the end of Key Stage 2, pupils have benefited from the high expectations for them to work on their own when performing scientific investigations. As a result pupils attain high standards in scientific investigations. Pupils have very good levels of scientific observation and they enthusiastically apply good skills of recording to their investigations. In one lesson observed in Year 6, everyone worked very industriously in order to explore the effect that different volumes of air have upon the way a candle burns. The information gathered from the pupils' investigation was used very well to explain what had happened and why some pupils got different results to others. During subsequent group discussions, pupils showed high levels of thinking and demonstrated a good ability to synthesise their knowledge and understanding of burning with the experimental evidence gathered. Across the school, pupils make good use of scientific language to communicate what they do and find out.
9. Pupils of all ages and abilities, including those with special educational needs, and those who are gifted and talented make good progress overall as they move through the school. Pupils in the Reception class and in Year 6 make particularly good progress reflecting very good teaching overall. Since the last inspection, there has been a good rate of improvement in the standards achieved in aspects of English, mathematics and science.

The quality of teaching and learning is very good in the Foundation Stage

10. In the Reception class, the teacher works very closely with support staff to provide a range of activities with a good balance between structured, directed taught work and well-organised but less directed activities. This helps children to develop their ability to make decisions and to work with others. Each of the areas of the Foundation Stage curriculum is given an appropriate amount of time to ensure that the children have a broad and balanced education. The children start school with average levels of attainment overall, although there are a significant number who exceed the expected standard and an equally significant number whose attainment is well below this level. A particular strength in teaching is the high expectations made for children to work on their own with only limited adult intervention. During a mathematics lesson, children were given a range of very well prepared resources that enabled children to work hard seeking only occasional support. Because good use is made of assessment to group children by ability, activities are adapted to match the needs of each group so that their existing skills, knowledge and understanding are challenged very well. Children are successfully encouraged to mix socially and the provision of interesting play areas and art and play activities are given good attention. The very well organised and planned

curriculum ensures that children are always busy and rarely have time to lose their concentration thereby learning well.

11. Teaching in the Reception class reflects the considerable emphasis given to the children's personal, social and emotional development and children achieve well. Staff are aware of children's needs and there is a common approach in promoting personal development through all aspects of school life. Daily routines are established consistently so that children come to learn what is expected of them, for example in putting on aprons before playing in the water or in tidying up at the end of an activity. Staff have an encouraging manner with the children and this gives them confidence. The judicious use of praise promotes the children's self-esteem.
12. In communication, language and literacy teaching the children make good progress as a result of good teaching by the time the children start Year 1 the majority of children have reached the early learning goals. Most children start school with average language and literacy skills and most speak confidently. Priority is rightly given to developing and extending the children's speaking and listening skills but good emphasis is also given to encouraging pupils to start to write and enjoy books for reading. Good use is made of stories and rhymes to extend the children's vocabulary and good questioning encourages them to use their imagination when they are speaking. The teacher is aware of any children who have not spoken and addresses them directly in a sensitive manner, encouraging them to make a contribution. Appropriate adult guidance promotes the children's speaking and listening skills in the role play areas.
13. In mathematical development, the quality of teaching is very good. A good range of activities is used to promote counting skills and most children achieve the early learning goals by the end of the Reception year. The majority of children can hold up ten fingers and most are able to add numbers up to and including 20. The children's creative and physical development is successfully promoted through a wide range of very stimulating activities. Children have regular opportunities to use modelling materials to create three-dimensional models and are able to use paints and brushes to create their own designs and pictures. Physical education is provided and there are opportunities for children to develop their physical skills during activities such as dance and movement.
14. The teaching and support staff work together effectively to provide a range of activities and lessons aimed at developing the children's knowledge and understanding of the world. Children are also encouraged to gain an awareness of the way people have different religious beliefs. Children have regular opportunities to use a range of construction toys and also to make models. There are very good opportunities for children to use information and communication technology to enhance their learning.

In Key Stage 1 and 2 the quality of teaching is good overall with very good teaching for pupils with special educational needs. The good quality of teaching enables pupils to enjoy school, behave well and develop very good attitudes to school.

15. The quality of teaching and learning is a strength of the school. During the inspection the teaching was good or better in 65% of the 26 lessons seen and in 39% of lessons teaching was very good or better. None were unsatisfactory. Teaching and learning is particularly good in Year 6 although examples of good teaching were seen throughout the school. The overall quality of teaching and learning has improved since the last inspection.

16. In Key Stage 1 and Key Stage 2, there are strengths in the way in which most activities are matched to the needs of pupils with different ability levels. Teachers successfully provide all pupils with equal access to the curriculum regardless of gender or ability. Special educational needs staff under the very good leadership of the special educational needs co-ordinator provide pupils with learning or behavioural difficulties with very good support and guidance either in class or, at times, out of the class thereby ensuring that these pupils make good progress towards their targets. Gifted and talented pupils are recognised and good procedures have recently been established to meet their needs.
17. The teaching of English and mathematics and science is good overall. Throughout the school teachers plan opportunities for pupils to apply their skills of numeracy and using the computer but only occasionally are pupils' writing skills planned for in other subjects. The application of numeracy to other subjects for example, in science, allows pupils to apply their knowledge to new situations and meaningful contexts. Teachers know their pupils well and in literacy and numeracy they make good use of assessment in order to plan for their needs.
18. Teachers make very good use of information and communication technology in a number of subjects to support pupils' learning. The co-ordinator, who is also the head teacher, has established good systems for challenging pupils' skills and knowledge and understanding whilst giving guidance and support to teachers as well. Pupils are taught how to use the computer as a tool for learning and by the end of Year 6, the vast majority of pupils confidently access the internet, create their own web pages and complete a range of tasks involving data bases and spread sheets as well as using designing and making Power-point presentations. In addition teachers make good use of additional equipment such as the digital camera to store images that are then imported to pupils' word-processed work.
19. Throughout the school the relationships between pupils and staff are very good, which creates an environment where pupils are confident to express themselves and make good contributions to lessons. Teaching and support staff very effectively promote amongst pupils very good attitudes to work and towards others. A secure and warm atmosphere pervades the school. During lessons teachers make very good use of praise and encouragement to promote desirable behaviour and this not only motivates pupils to be polite and helpful but also creates a good working atmosphere for pupils to learn. In the very best lessons, very good use is made of resources to capture the pupils' imaginations and inspire them to learn. For example, in a Key Stage 1 science lesson, pupils buzzed with excitement as they used toy vehicles to explore the effects of force on movement. Teachers fully implement the school's behaviour policy and set high expectations for the conduct of pupils when working or at play. Classrooms are well organised and pupils are expected to take responsibility for putting things away and taking them out. During lunchtimes, older pupils help to tidy away dishes and cutlery. Older pupils clearly care for younger ones and there were many instances when this was observed during the inspection. The very good attitudes to school are evident by the good attendance and the smiling and pleasant nature exhibited by most pupils. The very good attitudes, behaviour and opportunities for working on their own, combine to contribute to the good progress pupils make in most aspects of their education as they move through the school.

Very good links with parents have a positive impact on the pupils' learning.

20. The school has established good relationships with parents who express high levels of approval for the way in which the school cares for their children. All available evidence from the inspection indicates that parents are very satisfied with all that the school does. The family ethos is praised as are the skills of the head teacher and staff in providing a good standard of education in a broadly Christian framework. The contribution of parents to their children's education is a significant factor in the good standards achieved by the pupils.
21. Parents are very supportive of initiatives taken by the school to educate their children. They give high levels of support to their children in doing homework especially by listening to them read and by guiding children during research-based work. The parent governors are important members of the governing body because they offer the parents' views to other governors and the head teacher. Parents are encouraged to give voluntary support in school and there are trained parents who offer a wide range of support to the school.
22. Parents are very interested in the life and work of the school. The attendance at the Annual Governors' meeting is high for a school of this size and over 90% of parents attend the parents' consultations evenings with teachers. Parents like to come to a weekly assembly to share in the achievements of their children and they enthusiastically attend school concerts. The school welcomes parents, and the head teacher and staff listen to parents' opinions and views. Communication with parents is very good. Annual reports are informative and accurate and parents welcome the class newsletters because they keep them informed about what is being taught to each class. This enables support at home to be planned, for example, by arranging a visit to a museum connected with a class topic. The website is particularly welcomed because of its direct insight into the life and work of the school.
23. The school has an active 'Friends' Association' that organises a range of activities designed to promote social links between parents as well as raising funds to improve resources of the school. Their fund raising events were instrumental in the success of the recent building projects. The opinions of parents are sampled at the 'Friends' meetings and fed back to the head teacher and governing body when appropriate so that improvements can be made where necessary.
24. The links between parents and the school with regard to the needs of pupils with special educational needs are very good. Parents are very well informed and involved in all aspects of their child's reviews so that progress can be checked and support given at home to help their children reach the targets in the individual education plans. The support at home makes a significant contribution to the progress that the pupils make.

The quality of leadership and management across the school is good and resources are very well managed and deployed.

25. The head teacher gives the school strong and clear leadership and he enjoys the total confidence of parents, pupils, staff and the governing body. The aim of the school to provide all pupils with the chance to achieve their potential within a Christian setting is achieved well. A strong family atmosphere has been established that ensures that all pupils feel valued and secure. The sense of security and approval that pupils enjoy settles pupils well and helps them to concentrate, work hard and enjoy learning. The head teacher maintains a strong consistency in the way that pupils are treated across

the school, with an emphasis on high standards of behaviour and attitudes amongst pupils, which are successfully achieved. The calm and peaceful atmosphere resulting from very well established school routines, helps pupils to learn.

26. The head teacher is very effectively supported by an able deputy head teacher and some key staff. Each subject co-ordinator has a clearly defined role that involves them in checking on how well pupils are learning and being taught across the school. There is a particular strength in the management of science, mathematics and information and communication technology and physical education that contributes to the good standards achieved overall. A strong sense of teamwork is evident amongst all staff and a commitment to provide as high a standard of education as possible. There is an open attitude amongst teachers with regard to seeking ways to improve further and regular lesson observations occur followed up by discussions about strengths and weaknesses. This is helping teachers to improve their teaching further and also to provide a way of checking on how effective the curriculum is in enabling pupils to succeed.
27. The provision for pupils with special educational needs is very well managed. The head teacher and appointed co-ordinator manage the delegated funds for special educational needs very well so that staff are very effectively deployed to meet the needs of all pupils with special educational needs and, increasingly, the needs of gifted and talented pupils. All aspects of special educational needs management are of a very good standard and staff are very well led by a knowledgeable and talented co-ordinator.
28. The governing body plays a vital role in the management of the school and effectively performs its statutory duties. The governors keep themselves well informed about life in the school and carefully monitor what goes on in the school in order to check that it continues to develop and improve. The role of the governing body has strengthened since the last inspection and governors now make much better use of assessment data to keep an eye on the standards achieved in English, mathematics and science. Through careful consultations with the head teacher and teaching support staff, the governing body discusses all initiatives carefully and make sure that the school is responding with the best interests of the pupils in mind. It has implemented the performance management initiatives very well and makes good use of feedback and reports from nominated governors for literacy, numeracy and special educational needs. The committee structure of the governing body is effective in enabling the governing body to fulfil its wide range of responsibilities so that the school can perform effectively.
29. The school makes very good use of its available finances to support the pupils' education. The school improvement plan is carefully planned with clear costs attached to secure the best possible support to achieve its targets. A good example of the intelligent spending of money is shown by the very high quality of management of special educational needs and the contribution of the support assistants in this area. The school has managed its resources very well to improve the quality and size of classrooms and to ensure that there are no significant weaknesses in resources with the exception of resources for outside activities in the Foundation Stage. There are firm plans to rectify this situation. Inspection evidence indicates that all spending is benefiting the quality of education the school provides.
30. The school has improved at a good rate since the last inspection. Each of the key issues for action has been successfully addressed. The quality of teaching has improved and the trend in the end of Year 6 test results in English, mathematics and science was above the national trend. The standards in information and

communication technology and design and technology are much better, the school improvement plan now includes measurable targets and the role of subject co-ordinators has been strengthened. The quality of the classrooms has been improved considerably and the range and quality of computers has been improved.

31. The most significant impact of the good quality of leadership and management in the school is the very positive atmosphere within it. Pupils of all ages want to come to school, are enthusiastic to learn and are made to feel valuable participants in the success of the school. The school has a strong equal opportunities policy that ensures that each child has the most appropriate education regardless of their social, cultural or religious background or of their ability or gender. The school justifiably receives high levels of parental support and is giving good value for money.

WHAT COULD BE IMPROVED

The quality of handwriting and the range of opportunities for extended writing

32. Inspection evidence indicates that the skills and confidence of pupils in writing for a wide range of purposes and audiences are not as good as they could be. The end of key stage National Curriculum test results for writing are above the national average at the end of Key Stage 1, but the inspection findings which take into account a broader range of evidence indicate that the standards of pupils' writing are only close to national expectations by the end of Year 2. In Key Stage 2, although standards improve significantly in Years 5 and 6, the quality of writing could still be better, especially in Years 3 and 4.
33. The quality of presentation of pupils' work and their handwriting varies between classes and expectations for handwriting vary from teacher to teacher. In Year 2, too few pupils are starting to write in a legible linked style. The analysis of pupils' work in Years 3 and 4 shows that handwriting in the pupils' day-to-day work is often not joined, although in specific handwriting lessons the standards are quite good. Pupils by the end of Year 6 have started to develop a fluent, linked style but the quality does not match the overall good standards achieved in other aspects of their English for example reading and speaking and listening.
34. The planning of opportunities for pupils to develop their skills of extended writing varies from class to class. Although the demands of the National Literacy Strategy are fully met, too little time is currently given to enable pupils to practise and develop their writing skills in subjects across the curriculum. In English, there are too few opportunities for Key Stage 1 pupils to develop the skills of letter writing, to retell stories and to create short pieces of non-fiction writing. In Key Stage 2, whilst pupils have a good understanding of types of writing for example, writing in a persuasive style, creating imaginative stories, or using writing to inform the reader of factual events, very few examples of the full range of writing are evident in pupils' work. Pupils are not made aware of what they need to do to improve their writing. The setting of targets for individuals or groups in writing is in the very early stages of development and is not yet effective in pushing pupils' learning along at a fast enough rate.

The provision of outdoor facilities for children in the Foundation Stage

35. Despite the very good provision for promoting good social and physical skills as part of the Foundation Stage curriculum in the Reception class, the facilities for children to make the progress of which they are capable in terms of their outdoor physical

development are unsatisfactory. Whilst the school field can be, and is, used when the weather allows, there is no secure outdoor play area, stocked with appropriate resources that allow children to participate in activities that develop their large physical skills. For example, typical Foundation Stage resources such as tricycles, scooters, climbing and sliding frames and tunnels and hoops are not available and this reduces the capacity of children to reach their full physical potential by the time they start Year 1.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1) The school should ensure that pupils in Key Stage 1 and 2 improve their standard of writing by:
 - ensuring that the school's handwriting policy is consistently applied. *
 - setting clear targets for pupils in writing activities in each year group and monitoring their progress towards achieving these.
 - developing a strategy that ensures that more opportunities are provided across the curriculum for pupils to develop and improve their extended writing skills.*

- 2) The school should continue to pursue ways of providing children in the Foundation Stage with a suitable and appropriate outdoor learning environment. *

** These are recognised as areas for development in the school improvement plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	7	9	0	0	0
Percentage	4	35	28	35	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents almost 4 percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	216
Number of full-time pupils eligible for free school meals	0	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	46

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	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.0
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	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	16	17	17
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	94 (87)	97 (87)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	17	17	17
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	97 (87)	97 (97)	97 (97)
	National	85 (84)	89 (88)	91 (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	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	13	12	13
	Total	26	24	26
Percentage of pupils at NC level 4 or above	School	90 (84)	83 (91)	90 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	13	12	13
	Total	27	26	28
Percentage of pupils at NC level 4 or above	School	93 (84)	90 (91)	97 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	216
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	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)	9.3
Number of pupils per qualified teacher	23.22
Average class size	30.85

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	505512
Total expenditure	503507
Expenditure per pupil	2331
Balance brought forward from previous year	20753
Balance carried forward to next year	22758

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

216

Number of questionnaires returned

89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	53	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	57	63	0	0	0
My child gets the right amount of work to do at home.	47	44	5	1	3
The teaching is good.	63	32	3	0	1
I am kept well informed about how my child is getting on.	43	52	4	1	0
I would feel comfortable about approaching the school with questions or a problem	69	27	2	0	1
The school expects my child to work hard and achieve his or her best.	59	39	1	0	1
The school works closely with parents.	50	44	5	0	1
The school is well led and managed.	72	25	2	0	1
The school is helping my child become mature and responsible.	57	40	1	0	2
The school provides an interesting range of activities outside lessons.	35	55	1	2	7