

INSPECTION REPORT

ST JOHN'S CATHOLIC PRIMARY SCHOOL

Poulton-Le-Fylde

LEA area: Lancashire

Unique reference number: 119631

Headteacher: Mrs B Gildert

Reporting inspector: Mr M Newell
10638

Dates of inspection: 20th – 22nd May 2002

Inspection number: 198664

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Breck Road Poulton-le-Fylde Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Norris
Date of previous inspection:	November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated just outside the town centre of Poulton-le Fylde in Lancashire. Most of the pupils live close to the school. This is a popular school where the demand for places is high. There are currently 214 pupils on roll with a slightly higher percentage of boys than girls. Only a small percentage of pupils are eligible for free school meals and this figure is well below the national average. All pupils are of white ethnic origin and no pupil speaks English as an additional language. The percentage of pupils identified as having special educational needs is approximately 19% which is broadly average when compared to the picture nationally. The percentage of pupils with a statement of special educational need stands at 2% and this is higher than the national average. Although there is a wide range of attainment when children start school, attainment overall is above average. The school has very little pupil mobility with a very high percentage of pupils spending their full primary years at the school. Last year for example only one pupil joined or left the school at a time other than the normal time. The school has during the last two years been awarded Beacon status and has received excellence awards from the government in recognition of the high quality of education that it provides and the high standards that pupils consistently achieve.

HOW GOOD THE SCHOOL IS

This is an excellent school with no significant areas for improvement. The very good quality of teaching ensures that pupils attain high standards in English, mathematics and science. It is a school that shows no sense of complacency and constantly evaluates the quality of education that it provides. The school does a great deal to promote and nurture the personal and social development of pupils alongside their academic development. The individuality of pupils is recognised and celebrated. In response the pupils behave in an excellent manner and show a thirst for new knowledge and skills. All these factors help to create an impressive learning environment within the school. The school has put in place very good procedures to assess pupils' attainment, set challenging targets and then track their progress as they move through the school. The headteacher provides excellent leadership and management of the school and has played a pivotal role in establishing an impressive team spirit in the school with all staff committed to achieving and maintaining high standards. The headteacher receives very good support from the deputy headteacher and governors who play a highly effective role in holding the school to account for the quality of education it provides. This is a school that is providing very good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science by the time that they leave school.
- The very good quality of teaching throughout the school ensures that pupils of all abilities make good progress
- Pupils have very good attitudes to learning, behave in an excellent manner and clearly love coming to school. These factors make an important contribution to how effectively pupils' learn.
- The school makes very good provision for pupils' personal and social development alongside their academic development.
- The school has very good procedures in place for assessing pupils' attainment, setting targets, tracking pupils' progress and for ensuring their welfare and well being.
- The school has established a very strong partnership with parents who are most appreciative and proud of the quality of education that the school provides.
- The headteacher's leadership and management of the school are excellent. She has played a significant role in moulding a team of staff and governors that works together in an impressive manner to provide a high quality of education.

What could be improved

- There are no identified areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in November 1997. Standards in English, mathematics and science have improved significantly. The quality of teaching has shown equally good levels of improvement with a much higher incidence of very good and excellent teaching. Many of the strengths identified at the last inspection have been maintained and in some instances built upon. In terms of the key issues that the school was asked to address, there are now good quality schemes of work to support and enhance pupils' learning in all areas of the curriculum. The quality of teachers' planning is now of a high standard and the school operates a consistent and effective policy for the marking of pupils' work. Teachers' knowledge and expertise in information and communication technology is much improved and resources are now of a good and in some subjects very good standard. This impacts most positively on pupils' learning. The fact that the school is not one for resting on its laurels indicates that it is particularly well placed to sustain the high quality of education that it provides.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A*	A	A	very high A* well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A*	A*	A*	A*	

The above table shows that on the basis of the 2001 end of Key Stage 2 National Curriculum test results, pupils' attainment is very high in science and well above average in English and mathematics when compared to all schools. A similar picture emerges when the school's performance is compared to similar schools. The table shows that pupils' results have been at this consistently high level over time, often in the top 5% of school's nationally. Test and assessment data show that the percentage of pupils that exceeds the level expected of 11-year-olds is consistently well above the national average. Inspection findings show that the school is maintaining these high standards with a high percentage of pupils on track to achieve or exceed the expected levels in all three subjects. The school sets challenging and demanding targets in literacy, numeracy and science. The trend of improvement has been at a similar rate to that found nationally. Pupils of all abilities achieve well. A similar picture emerges at Key Stage 1. Test results over time show that by the end of Year 2 pupils achieve well above average, and in some instances very high standards in reading, writing and mathematics and on occasions the school's results are in the top 5% of schools nationally. Inspection findings show that current standards in English, mathematics and science are

above average. This reflects the natural ability of this particular group of pupils with a higher percentage of pupils with special educational needs. Again pupils of all abilities achieve well.

The attainment of children when they start school is generally, but not exclusively, above average. Children benefit from a very good start to their educational lives in the Foundation Stage and, by the time that they start in Year 1, many have achieved beyond and in some instances well beyond the nationally recommended Early learning Goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a real desire to do well and show a genuine thirst for new knowledge and skills.
Behaviour, in and out of classrooms	Excellent. Pupils behave extremely well in class and around the school and show an impressive awareness of the needs of others.
Personal development and relationships	The school makes very good provision for pupils' personal development. The quality of relationships is of a high standard and these factors help to create an excellent learning environment.
Attendance	Very good. The pupils clearly love coming to school and this is reflected in the rate of attendance which is well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage is very good. Children are provided with a wealth of opportunities to learn through practical, investigative and problem solving activities that enthuse and excite them. This is in addition to the more formal and structured activities. All activities have a specific focus and every activity is seen as a learning opportunity. The children are very well prepared to begin work on the National Curriculum programmes of study when they start work in Year 1. The teaching of English, mathematics and science is very good across the school. Pupils benefit from high quality teaching which sees them provided with many stimulating and exciting opportunities to write for a wide variety of audiences and purposes and to learn through investigative and practical activities in mathematics and science. Pupils are directly taught the skills to enable them to become expressive and fluent readers. Teaching constantly encourages pupils to take initiative and responsibility for their own learning. Tasks are set that match and challenge the needs of all pupils, including the higher attainers and those with special educational needs. Pupils respond to this high quality teaching with great levels of motivation and enthusiasm and like nothing better than rising to the challenges that are set. Tasks and activities fire up the pupils who often further their learning through independent study and research. The very good attitudes of the pupils together with the consistently very good quality of teaching make a

powerful combination and help to create an excellent environment where learning is fun and enjoyable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good curriculum that is broad, balanced and relevant and is enhanced by a good range of learning opportunities that are provided outside of the formal curriculum.
Provision for pupils with special educational needs	Very good. The provision that is made for pupils with special educational needs is of a very good standard. Pupils are supported well and this ensures that pupils make good progress in their work and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school places a great emphasis on the personal as well as academic development of pupils. The individuality of pupils is celebrated. The school encourages a great sense of responsibility and self-esteem in its pupils. The pupils revel in the responsibility and expectations of personal development that are entrusted to them.
How well the school cares for its pupils	This is a very caring school where the welfare and well being of pupils are of paramount importance. Very good procedures are in place to assess and track pupils' progress and challenging targets are set for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher leads and manages the school in an excellent and inspiring manner. She has been the key figure in the improvement of the school. She receives very good support from the deputy headteacher and all staff who share a genuine commitment to provide the best they can for all pupils.
How well the governors fulfil their responsibilities	Very good. The Governing Body fulfils all its duties and responsibilities in a highly effective manner and plays an important and significant role in the life and management of the school.
The school's evaluation of its performance	Very good. The school has very good and effective procedures in place for analysing test and assessment data and for monitoring the quality of teaching and learning. These have a significant impact on the standards that the school achieves.
The strategic use of resources	Very good use is made of all the available resources at the school's disposal. Very good use is made of support staff who make a valuable and valued contribution to how well pupils learn. The principles of best value are applied very well when purchasing goods and services. Financial planning is of a high standard.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy coming to school. • The good teaching and progress that children make during their time at the school. • The good behaviour in class and around the school. • The approachability of staff and the information that the school provides about how their child is getting on. • The expectations that the school sets and how the school helps children to become mature and responsible. • The close working relationships with parents. • How well the school is led and managed. 	<ul style="list-style-type: none"> • The amount of homework that is set • The range of activities outside of lessons

The vast majority of parents are delighted with and very much appreciate the quality of education that the school provides. Inspection findings very much support the views of parents as this is an excellent school and parents' views and perceptions are very accurate. A small percentage of parents would like to see a greater range of activities outside of lessons and are not happy with the amount of homework that is set. Inspection findings show that the amount and range of homework and activities outside of lessons are better than found in many primary schools of this size and are judged to be good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science by the time that they leave school.

1. The school is committed to achieving and sustaining high standards. There is no sense of complacency and all at the school work very well together to help provide a high quality of education for all pupils. Tasks that are set are challenging and there is no evidence of underachievement. Pupils, regardless of ability, fulfil their potential. This is reflected in National Curriculum test results where pupils' attainment at the end of both key stages has been consistently very high or well above the national average for the last three years. Often the school's results have been in the top five per cent of schools nationally. The school also performs very well when its results are compared to schools in similar contexts. Inspection findings show that the school is maintaining its high standards, with a very high percentage of pupils on track to achieve, and in particular, exceed the level expected of 11 year-olds in English, mathematics and science in National Curriculum tests. Standards at the end of Year 2 are above average. This does not indicate a fall in standards from previous years but reflects the ability of this cohort of pupils which has a higher number with special educational needs.
2. Reading standards when pupils leave school are at a very high level. The school makes sure from an early age that children are taught the necessary skills and that they are helped to develop a love of books. In the Reception class the children are introduced to a wide and varied range of fiction and non-fiction books. The manner in which these books are read and discussed fills the children with enthusiasm and leaves them wanting more. The early seeds of a love of literature are planted. The teachers in the Reception class and at Key Stage 1 then set about systematically teaching a range of skills to the pupils that enable them to tackle unfamiliar words and to develop an understanding of what they have read. As a result pupils become confident, articulate readers. All teachers stress the importance of reading with expression and the pupils delight in reading out loud to the class or in small groups. The pupils are heard reading on a regular basis and any misconceptions are dealt with in a very effective manner, ensuring that pupils' reading skills develop at a very good rate. Within lessons pupils are constantly encouraged to locate information for themselves and to use dictionaries to check the spelling of words. This is effective because it enhances pupils' personal development as well as their reading and spelling skills. The children are very well supported by their parents who regularly listen to their children read, discuss books and enter into a productive dialogue with teachers about the progress in reading that their children are making. All these factors play an important and significant part in the rapid development of pupils' reading skills.
3. This very good progress that pupils make continues at Key Stage 2. By the age of 11 all pupils are very confident and expressive readers. The teachers continue to introduce the pupils to a good quality range of reading materials from a wide range of authors, playwrights and poets. Pupils are conversant with the work of Shakespeare, Jacqueline Wilson, and Dickens to name but a few. The teachers pay a lot of attention to the continued teaching of specific reading skills. Skills such as skimming, scanning and learning to read beyond the literal level are taught effectively. As a result pupils retrieve pieces of required information with speed and accuracy and get the gist of a piece of text after only a brief read through. Pupils make inferences and deductions with confidence and high levels of originality. Pupils are provided with many opportunities to

read out loud and they invariably rise to the challenge, consistently reading with accuracy and fluency and using the punctuation to bring the text to life and in doing so capture the interest of the listener. The systematic manner in which pupils' reading skills are developed and extended at this key stage means that pupils leave school as very proficient and accomplished readers.

4. Pupils throughout the school have very good speaking and listening skills. At both key stages pupils listen with high levels of interest and concentration. There is a real enjoyment in pupils when they take part in question and answer sessions in many lessons. The fact that pupils know that their views and opinions will be listened to and respected by teachers and classmates fills them with confidence and spurs the level of discussion and debate to a higher level. At both key stages the pupils are asked to plan, prepare and then present a talk to the class about a subject of their choice. Pupils talk to the class about aircraft, elephants, caving and how to take care of a pony! The pupils' presentations are of high quality and provide an excellent opportunity to enhance their speaking skills, whilst the rest of the class listen with great attention and interest. At Key Stage 2 the teachers are always ready to bring a wide range of topics and issues to the pupils' attention that often stimulates a high level of discussion. Whether it be the prejudice experienced by the Jews in Nazi Germany or conservation, the pupils put together persuasive viewpoints from the evidence available and use an emotive, expressive and suitably technical vocabulary to reinforce their point. The younger pupils in school have a well-developed vocabulary. They are provided with many opportunities to put it to good use in the numerous discussion times at the beginning and end of lessons where they contribute with confidence and listen carefully to the contributions made by their classmates before adding their own viewpoints or opinions.
5. Writing standards are at a high level by the time that pupils leave school. The main reasons for this high level of attainment are the wide range of opportunities that are provided for pupils of all ages to write for a variety of audiences and purposes and in particular the manner in which writing skills are taught in a very effective, systematic and progressive manner as pupils move through the school. In the Foundation Stage and at Key Stage 1 the pupils are expected to write news, letters, creative stories and poetry. The pupils are taught phonic skills through their writing as well as their reading and this has a beneficial impact on their learning. The teachers place considerable emphasis on the pupils using as expressive a vocabulary as possible in their writing. They stress from an early age the need for pupils to transfer the vocabulary and style of writing they experience in their reading into their writing tasks. This, alongside the emphasis on accurate spelling, all plays an important part in the high standards that are achieved. This good progress continues at Key Stage 2. The writing tasks that are set are challenging, innovative and exciting. Pupils are asked to write accounts of incidents from different viewpoints, to write stories for younger children, a spell for World peace, letters of complaint, newspaper articles and to write poetry and plays. The writing stimuli are very good but more importantly the pupils are directly taught the necessary skills to enable them to become very competent and confident writers. As a result the pupils produce extended pieces of writing, for example " Uncle's Trunk", that capture the attention of the reader through the use of evocative vocabulary, metaphors and similes that provide a deeper insight into the plot and characters.
6. The pupils achieve high standards in mathematics by the age of 11. In the Foundation Stage a lot of emphasis is placed on children taking part in practical mathematical activities alongside more formal activities. This means that from an early stage the children recognise the importance of mathematics in everyday situations. The activities are often provided in such a way that children do not always know that they are learning. At both the Foundation Stage and at Key Stage 1 basic numeracy skills are

taught in a most effective manner and this gives the pupils the confidence to tackle problems and to handle increasingly large numbers with ease. The pupils thoroughly enjoy being set demanding mathematical problems and open-ended investigations and invariably rise to the challenge. By the end of Key Stage 1 many pupils have a secure grasp of number, use their problem solving skills well in all their work and have a good grasp of shape, space and measures. This good progress continues as pupils move through Key Stage 2 and by the age of 11 attainment is strong across all elements of the subject. The increasing emphasis that the school places on examining the different strategies to solve problems certainly enhances pupils' learning and their attainment. The mental agility sessions that are now an integral and thoroughly enjoyable feature of every lesson are successful in developing pupils' ability to solve calculations at great speed and with accuracy. The tasks that are set are challenging and stimulating and consistently ensure that the needs of all pupils, including the higher attainers, are met. Pupils have a high level of understanding of probability, shape, space and measures.

7. Attainment in science is at a high level by the time that pupils leave school. Teaching at both key stages ensures that pupils cover all elements of the subject in depth and as a result the pupils develop a very good knowledge base. At Key Stage 1 the pupils use their scientific knowledge in an effective manner to help make accurate predictions or to explain what happens in their experiments. Good links are made with developing pupils' literacy skills because pupils are expected to write up their investigations in their own words. Pupils are constantly taught the importance of careful observation and this becomes a feature of science work throughout the school. Pupils are particularly good at drawing on previous learning. Pupils explain with confidence the difference between reversible and irreversible change. Pupils know in detail what factors are important for healthy living and which habitats are suitable for different plants and animals. Good evidence is available of pupils comparing the outcomes of investigative work. This emphasis on the investigative aspect of the subject is not at the expense of knowledge and by the age of 11 pupils have a very strong base of scientific knowledge. Pupils know about the process of photosynthesis, seed dispersal, how parallel and series circuits work, and have a very good knowledge of forces, conductors and insulators. The enthusiasm of the pupils linked with the high expectations of the teachers result in pupils wanting to find more things out for themselves and to talk animatedly about the work that they have covered.

The very good quality of teaching throughout the school ensures that pupils of all abilities make good progress

8. The quality of teaching throughout the school is very good and makes a significant and important contribution to the high levels of attainment that pupils consistently achieve. The teaching is often challenging and demanding and meets the needs of all pupils, including the higher attaining pupils and pupils with special educational needs. During the inspection teaching was never less than good, very good in 43% of lessons and excellent in 14% of lessons observed.
9. The quality of teaching in the Foundation Stage is very good with some excellent features. Lessons are introduced in a very effective manner, often in a lively and enthusiastic manner which often brings gasps of excitement or anticipation from the children. The lessons are planned in an excellent manner with a wide range of learning activities on offer. The teacher makes good use of the outdoor facilities as a learning resource. The great strength is that each activity has a specific learning objective.

Although tasks are structured they are very orientated towards children of this age and it is clear that the children are learning a great deal through the practical and exciting tasks that are on offer at every session. Staff work together very well and the manner in which adults circulate around the room prompting and questioning the children is impressive. Whether in role-play or in practical tasks, staff are always looking for ways to extend children's literacy and communication skills and ensure that children are working towards the learning objectives of each particular task. Lots of opportunities are provided for independent learning alongside the direct teaching of specific skills such as cutting, drawing, calculating, reading and writing. Whether learning about ordinal numbers, developing early reading and writing skills, finding fish hidden outside, listening to taped stories or building models, there is a real buzz of excitement in the classroom and children are engrossed in the tasks that are provided for them. A great emphasis is placed on children developing as independent learners and through finding things out for themselves through investigative and practical tasks. At the end of each and every session there is an expectation that children will put away resources. This they do with great maturity and speed because they are already looking forward to the next session and an exciting range of different activities. Non-teacher directed activities are constantly changed and this helps to keep the momentum of learning going at a speedy rate. The high expectations of adults in the Foundation Stage, the excellent planning and management of children, together with the recognition that every activity is a learning opportunity all help to ensure that children get a very good start to their educational lives in the Foundation Stage.

10. The teaching in English is very good across the school. From an early age pupils are directly taught reading and writing skills with many opportunities provided for pupils to develop their speaking and listening skills. These skills are systematically built on and developed as pupils move through school. It is this consistency of teaching that makes a significant contribution to the high standards that pupils consistently achieve. Teachers choose good quality texts in literacy lessons that motivate the pupils or that provide good examples of a particular teaching point such as the difference between metaphors and similes. Pupils are expected to take responsibility for their own learning and this is reinforced in the manner in which learning objectives are shared with pupils at the start of lessons and revisited at the end to see if they have been achieved or exceeded. Pupils respond well to the targets in literacy that are set for them and pupils recognise that they have a part to play in achieving their targets. Teaching is often challenging and demanding. For example in Year 2 pupils were asked to compare different books by the same author and in Year 3 pupils were asked to compare humorous pieces of text by different authors. The teaching in both lessons really got the pupils thinking and developing a critical faculty. The incisive questioning resulted in pupils coming up with astute comparisons of similarities and differences which showed a high level of understanding of the text. Teaching is often at its best when it shows invention and flair. In an excellent lesson in Year 6 the teacher set up a fascinating scenario which began with her mobile phone ringing in the classroom and ending with the arrival of a police inspector outlining the plot of a kidnapping. The focus of the lesson was to compare and evaluate the different accounts of eyewitnesses. The pupils were totally enthralled and such was the attention paid to detail that it took 50 minutes for the first pupil to realise that the whole event was a set-up. By the end of the lesson the pupils' ability to evaluate evidence, make critical judgements and write detailed accounts had improved considerably.
11. Teaching is equally effective in mathematics and science. The teaching of numeracy is very good. A feature of many lessons is the quick fire question and answer sessions at the start of lessons to sharpen pupils' mental agility skills. These are successful because they present the pupils with a challenging but fun range of tasks and activities.

The pupils are always motivated and look forward to the sessions with enthusiasm. The tasks that are set are often challenging and demanding. In a very good lesson for pupils in Year 4, the work set was demanding. Excellent use was made of pupils' previous learning, there was very good ongoing development of mathematical vocabulary alongside the direct teaching of strategies for checking the accuracy of pupils' answers. The pupils responded with a high level of motivation throughout the lesson and the pupils acquired significant new knowledge and skills by the end of the lesson. In many lessons the good quality of teaching encourages pupils to examine different strategies to solve problems of increasing complexity. These strategies are then shared with the rest of the class and as a result the learning of the whole class is enhanced.

12. A strength of the teaching across the school is that pupils are given many opportunities to learn through investigative and problem solving activities. In mathematics pupils are expected to transfer their good number skills to help them solve quite complex problems. They investigate number and pattern and analyse and interpret data effectively. In science pupils over time are taught all elements of the subject in depth. By the end of Year 6 the pupils have acquired a very good level of scientific knowledge. Teaching however also ensures that pupils learn through practical and investigative work. Whether learning about materials, healthy life styles, sound or forces, the pupils are expected to use their scientific knowledge to hypothesise, to explain why things happen as they do or to carry out a fair and accurate test. Teaching places a great emphasis on the development of scientific vocabulary and because of this pupils explain their work or express their views with great clarity and accuracy. Pupils are encouraged, across the curriculum, to find things out for themselves and pupils can be often seen extending their learning by looking something up in a book or they are not averse to carrying out research at home and then sharing their findings with the rest of the class.
13. Teaching is often of a high standard in other areas of the curriculum. The very good quality of teaching in information and communication technology results in pupils acquiring a good range of skills across all elements of the subject. The pupils benefit from the skills of a computer tutor who visits the school on a regular basis. By the end of Year 6 pupils are able to put together good quality PowerPoint presentations which they talk through with confidence. Three pupils actually put together a presentation which was used by the headteacher for showing life in the reception class to parents and children new to the school. Individual teachers use their subject knowledge very well to motivate and enthuse pupils. In very good or excellent lessons in music in Year 2, in geography in Year 4 and art and design in Year 5 the teachers' knowledge shone through. The enthusiasm was infectious and the pupils responded in an excellent manner by being engrossed throughout the lessons and producing work and performances of a high standard.

Pupils have very good attitudes to learning, behave in an excellent manner and clearly love coming to school. These factors make an important contribution to how effectively pupils' learn.

14. The pupils show very good attitudes to learning and to school in general. They show a thirst for new knowledge and learning and are keen to do well. The pupils clearly love coming to school which is reflected in the attendance rates which are well above the national average. The attitudes and eagerness to work and achieve well play a very important part in the high levels of attainment that are achieved by pupils.

15. In the Foundation Stage the children quickly become accustomed to the routines and demands of school life and respond in an enthusiastic and infectious manner to the teachers' and support staff's high expectations of achievement and behaviour. The children show very sensible attitudes to work. They process requests and instructions very quickly, and waste very little time in starting the tasks and activities that they have been directed towards. The children show very good levels of concentration and are often seen working on tasks for prolonged and productive periods of time. The children show very good levels of social interaction and share and swap resources when building, painting or when playing in water or sand, with very little fuss and a high level of politeness.
16. The children clearly enjoy all the activities that they take part in. The very good quality of teaching ensures that the resources for the differing activities are well prepared, attractive and produce in the children a high level of curiosity and inquisitiveness that only adds to the quality of learning. The staff in the Foundation Stage do much to build up children's confidence and self-esteem and teach them the importance of listening to others. As a result there is a respectful hush when children listen to their classmates and this adds to an already very effective learning environment. Already the children are keen to do things for themselves and see this as an important part of their learning. The children make choices and decisions confidently and easily.
17. Pupils at Key Stages 1 and 2 continue to have very positive attitudes to work and to school. Many recognise the importance of a good education and are keen to play their part in ensuring that they work hard to achieve their full potential. Pupils concentrate well in lessons, and are very keen to take a full and active part in lessons. Pupils work well on their own and in small and larger groups. All pupils are ready to share and value one another's ideas and to discuss the best ways of completing the task. In many lessons where teachers capture their imagination, pupils respond with high levels of interest, enthusiasm and motivation. The pupils show a very positive attitude to work. Once something has been explained to them they are keen to get on with it.
18. Pupils particularly enjoy taking part in investigative tasks, musical and art activities, working on computers and taking part in the wide range of stimulating experiences that the school provides. Whether it is in music lessons, putting on the annual talent show, design and technology lessons, European Awareness Week, making Egyptian artefacts or Mexican masks, the pupils enjoy being set a challenge or an opportunity to show their own creativity or originality. Pupils invariably rise to the challenge and produce good quality pieces of work or a high level of performance. Pupils can be relied on to get on with their work once a task has been set. Many examples were seen of pupils helping a classmate if the teacher was providing direct teaching input into another group of pupils. Pupils need little prompting to use a dictionary, reference book or a thesaurus to find a word or to retrieve a certain piece of information. Some pupils when enthused by a particular lesson carry out further research at home and then share their findings the next day with their classmates. This not only advances the individual's learning but also that of the rest of the class. Older pupils discuss in a very sensitive and mature manner, issues such as racism, conservation or crime, and recognise how they can learn from the mistakes of others. In the lessons seen during the inspection many were characterised by pupils' high levels of enthusiasm and the quality of relationships that exist amongst pupils and with their teachers. The very positive attitudes and strong work ethic displayed by pupils contribute significantly to the quality of life in the school.
19. Behaviour across the school is excellent. The school makes it clear from an early age what is required in terms of behaviour. The school stresses the importance of self-

discipline and that pupils must be responsible for their own actions. Pupils have a clear understanding of the difference between right and wrong and a good appreciation of the impact of their actions on the well being of others. The overall quality of behaviour makes a powerful contribution to the quality of learning. Inspection findings showed pupils to be well mannered, polite and always willing and eager to talk to visitors. Within assemblies and group and class discussions the pupils are provided with opportunities to reflect on their own values and beliefs. The atmosphere in school is one where the individuality of the pupils is recognised and valued. Staff and pupils treat one another with respect.

The school makes very good provision for pupils' personal and social development alongside their academic development.

20. The school is very keen to promote the personal development of pupils alongside their academic development and is most successful in its aim. The very good provision that the school makes adds to the quality of life that exists in the school as a community. From an early age the school seeks to develop in pupils an independence for their own learning and instil the concept that they are responsible for their own learning. In the Foundation Stage the children quickly pick up on these concepts and show high levels of independence in the manner in which they help to put out and return resources, get dressed and undressed for physical education and show a genuine respect for the feelings and needs of others. This very good start is built on as pupils move through the school. Within lessons, pupils have a well-developed sense of what is expected from them in terms of behaviour and academic achievement. The pupils rise to these expectations. Respectful behaviour is encouraged throughout the school. The pupils are given the chance to reflect on their own values and beliefs both in collective worship, in class topics and in circle time. The pupils feel safe and secure in the company of teachers and classmates and when encouraged to share their own feelings, views and opinions they do so with a real sense of confidence, knowing that they will always be listened to and never ridiculed. The school uses Circle Time effectively for pupils to think about and evaluate their behaviour, attitudes and responses both as individuals and as a group. Many pupils in school know the difference between right and wrong and pupils are always encouraged to do the right thing and own up to their misdemeanours, knowing that they will be treated fairly. Behaving in this way is then congratulated.
21. The school is keen to promote pupils' personal and social development at every opportunity both through the curriculum and in contributing to the life of the school as a community. Awards are given for pupils' behaviour and pupils respond very positively to this strategy. Pupils are set personal targets which are reviewed on a regular basis and pupils' personal development is tracked as keenly as their academic development. A house system operates in the school where pupils are awarded points for both personal and social achievements as well as academic ones. The pupils value the system and it generates great enthusiasm. Pupils collate the house points and prepare certificates that are awarded in assemblies. The school sends out reports on pupils' behaviour and personal development on a half-termly basis and both pupils and parents eagerly await their arrival. Pupils of all ages are provided with a host of opportunities to take on responsibilities around the school. Younger pupils act as classroom monitors and throughout the school pupils help to prepare class liturgies. Older pupils' responsibilities include telephone duties, assisting mid-day supervisors, setting up for assembly, operating audio-visual aids, preparing duty rotas for the parish, updating the anti-virus system on the computers and acting as "playground buddies," to name but a few. Year 5 pupils have a "twin" in the reception class who they look out for when

young children start school, sit beside them at performances and help them get used to school routines. Both younger and older pupils really value this initiative which adds much to the personal development of all the pupils. Older pupils organise entertainment events such as the annual talent show and fund raising activities. In a recently held fashion show the pupils designed and made the clothes using the skills that they had acquired in design and technology lessons, tutored younger pupils to be cat walk models, prepared the music and then compered the whole show themselves.

22. Throughout the school pupils are encouraged to take responsibility and initiative for their own learning. Pupils complete home based topics and tasks with little prompting from teachers and there are countless opportunities for pupils to take part in practical, investigative and collaborative tasks which do much to promote pupils' personal and social skills. The school provides many opportunities for pupils to take part in trips to museums, galleries and other places of interest. Visitors to school include artists, magicians, storytellers, musicians, people from differing faiths and cultures and local sporting personalities. The school provides opportunities for pupils to play a wide range of musical instruments and provides a good range of extra-curricular activities. As well as enhancing pupils' academic development all of these activities bring an added and important dimension to pupils' personal development.

The school has very good procedures in place for assessing pupils' attainment, setting targets, tracking pupils' progress and for ensuring their welfare and well being.

23. The school places a great deal of importance on the assessing of pupils' attainment and of tracking the progress that they make as they move through the school. Children are assessed soon after they start school. These assessments are carried out in a very thorough manner and provide a very good guide to what children can or cannot do. The information that is gained is used to identify any children that may have special educational needs and used most effectively to guide and inform future curriculum planning. Within the classroom staff carry out continuous ongoing assessments. The teacher links on going assessments very well into curriculum planning. These assessments together with other assessment data enable the teacher to accurately track individual's strengths and weaknesses and to set targets for improvement where necessary.
24. The very good assessment procedures and tracking that start in the Foundation Stage continue at Key Stages 1 and 2. The school carries out a very good range of tests and formal assessments in addition to statutory tests. The assessment co-ordinator and headteacher carry out a very detailed analysis of the results and identifies any area of the curriculum or groups of pupils either by class or gender that are not achieving as well as expected. The detailed records that the school keeps of pupils' progress in English and mathematics in particular, mean that teachers can see at a glance where progress is not as good as it should have been. The school then immediately targets additional support to individual pupils or groups of pupils that results in an improvement in the level of performance. Equally effective procedures are in place for assessing and tracking the progress of pupils with special educational needs which help to ensure that the pupils make similar progress to that of their classmates.
25. This is not a school that is content to rest on its laurels. It has consistently achieved very high standards over the last three years, but it continues to analyse assessment data in a rigorous manner and then sets targets for all pupils that are challenging. As a school it is not only looking at the percentage of pupils that achieve the expected levels

for 7 and 11- year olds, but asks itself are as many pupils as could be achieving the next higher level? The answer is often yes. As in the Foundation Stage ongoing assessment procedures are very effective. Records of individual pupils' development are updated regularly. Based on assessment data, individual pupil targets are set in English and mathematics and are reviewed regularly. This review process often involves teachers and pupils which all adds to the responsibility for learning being shared. There is clear evidence that the procedures for assessing, targeting and tracking pupils' progress are real strengths and have played a pivotal role in the high standards that the school consistently achieves.

26. This is a very caring and supportive school. All pupils are well known by staff, and all adults in the school are committed not only to the academic development of the pupils, but also to ensuring that the pupils' welfare and well-being are given a high priority. Very effective procedures are in place to promote good behaviour and attendance and for recording and tracking pupils' personal welfare and development. Equally good procedures are in place for child protection and for ensuring pupils' health and safety. In addition to these formal recording systems, the high quality of relationships means that pupils know that they can approach any member of staff if they have a problem. Discussions with pupils show that they feel very confident that staff would listen to them sensitively and that any issue would be dealt with quickly and fairly. The level of care and concern prevalent within the school helps the pupils to feel confident and secure and greatly enhances the quality of the learning environment.

The school has established a very strong partnership with parents who are most appreciative and proud of the quality of education that the school provides.

27. The school has established a very strong partnership with parents where the school does a great deal to keep parents fully informed about the life of the school and the progress that their child makes and constantly examines ways in which parents can make an important and significant contribution to the quality of their child's learning.
28. The school provides a good quality prospectus that outlines the work of the school. The Governors' Annual Report to Parents is available in hard copy, by electronic mail and on disc. All policy and curricular statements are available on request to parents and parents are actively encouraged to take up this opportunity to examine the work of the school in more detail. The school is very keen to keep parents fully informed and with this in mind sends out very good quality regular newsletters. In addition meetings are organised to provide parents with additional information on initiatives such as test and assessment procedures, how literacy and numeracy are taught and induction meetings for children new to the school. A questionnaire is given to parents following the induction process and any areas for improvement suggested by parents are built in to the following year's process. Parents are sent, and greatly appreciate, termly overviews of what their child is being taught and these provide a very effective and practical way in which parents can support the work of the school and enhance their child's learning.
29. The reports that teachers write outlining the progress that pupils make are of good quality because not only do they clearly outline what pupils do well but they also indicate areas for development and improvement. Opportunities are provided for parents to come into school on a formal basis to discuss the progress that their child is making. These meetings are very well attended. In addition the school provides briefer half-termly reports which provide clear guidance on how pupils are progressing both in terms of their personal development as well as their academic development.

30. Parents of pupils with special educational needs are kept fully involved and informed of the progress being made by their children. Individual education plans are updated on a regular basis and the contents of the plans are discussed regularly with parents so that they can contribute to the quality of their child's learning at home. In addition to these formal occasions the school operates a genuine "open door" policy for all parents where they can come to school whenever they have any concerns knowing full well that they will be seen and their concerns taken on board. Equally parents know that the school will alert them if their child is experiencing any personal or academic difficulties. All these initiatives help to promote a strong partnership between school and parents.
31. The parents greatly appreciate the partnership that the school has established with them and as a result many are fully involved in the life of the school and are only too ready to help with many class activities as well as concerts, trips and fund raising activities. The school has written a very good quality guidance handbook for helpers in school. Parents support the school through numerous fund raising and social activities which raise substantial sums of money which have been used, amongst other things, to improve the school grounds, to purchase resources and for contributions towards school parties and costumes for school performances.
32. It was clear from the meeting with parents held before the inspection and the response to the questionnaire that parents are very happy and proud of the quality of education that the school provides. Almost all parents who responded to the questionnaire believe their child is making good progress and that the quality of teaching is good. Parents feel that the school is approachable and that they are kept well informed. Again almost all parents responding to the questionnaire stated that the school is well led and managed and that the school sets high expectations in terms of both academic and personal development. These statistics show the high regard in which parents hold the school. The partnership means that many parents show a readiness to take on board initiatives and suggestions that the school makes to support and enhance their child's learning as well as adding to a real sense of community where both school and parents value the contributions that each other make.

The headteacher's leadership and management of the school are excellent. She has played a significant role in moulding together a team of staff and governors that work together in an impressive manner to provide a high quality of education.

33. The leadership provided by the headteacher is excellent. She has played a significant and pivotal role in the sustained development of the school and the consistently high standards that the school now achieves. She shows a determination to continue to look for ways of improving the school and there is no evidence of complacency. She has been successful in moulding together a team of staff that works impressively well together and whose driving desire is to provide the best quality of education they can for the pupils in their care. The positive ethos in the school, reflected in its aims and mission statement, its high achievement and the fulfilling of the potential of each pupil, are a result of the headteacher's excellent leadership and management. The excellence awards and the Beacon status that have been awarded to the school by the government are further recognition of the qualities that the headteacher brings to the school. These qualities are valued greatly by staff, pupils, governors and parents. She is very well supported by the deputy headteacher and other members of the management team who have proved to be a powerful combination in helping the school to move forward. They set a very good example in terms of teaching, show a willingness to tackle identified issues in a professional and thorough manner and have the respect of pupils and staff alike.

34. The school has made very good progress since the last inspection in November 1997. Standards have improved significantly. The quality of teaching has shown equally good levels of improvement with a much higher incidence of very good and excellent teaching. Many of the strengths identified at the last inspection have been maintained and in some instances built upon. All the major issues that were identified at the last inspection were tackled in a thorough and rigorous manner. The fact that the school is not one for resting on its laurels indicates that it is particularly well placed to sustain the high quality of education that it provides.
35. There are good procedures to monitor the quality of teaching and learning across the school. The senior management team and co-ordinators have carried out lesson observations and formal feedback is provided. Targets for improvement are set if necessary and these areas then become the focus for the next observation. The school carries out scrutinies of pupils' work and again targets for improvement are clearly set and progress towards these targets is monitored by the headteacher. Co-ordinators monitor colleagues' planning to ensure that tasks that are set are suitably challenging for the differing ability levels of the pupils. All these procedures are effective in helping to constantly evaluate the quality of teaching and the staff are to be commended in the way that all teachers show a readiness to take on board constructive criticism in order to improve their level of performance. Very good procedures are in place for analysing test and assessment data. The assessment co-ordinator and headteacher carry out thorough and detailed analyses and the information is used well to identify any areas for improvement and to set targets for individuals and groups of pupils to achieve. The procedures for monitoring teaching and learning together with the analysis of test results have played an important role in the sustained high standards that the school consistently achieves.
36. The Governing Body is very supportive of the work of the school and fulfils its responsibilities very well. The Governors have an excellent grasp of the strengths of the school and over recent years they have become increasingly effective in holding the school to account for the quality of education it provides. Many governors visit the school on a regular basis and this gives them good first hand experience of the school at work. Governors use both their professional as well as their social skills for the benefit of the school. Governors regularly attend training courses that enable them to set school issues and initiatives in a wider national context. Relationships between the school and governors are excellent and add much to the sense of community that exists in the school.
37. The School Development Plan is of very good quality. Staff and governors are actively involved in drawing up the plan and monitoring progress towards stated priorities. There is a very good match between financial planning and priorities outlined in the School Development Plan. Financial planning is of a high standard and the headteacher constantly evaluates what impact major spending decisions, such as additional support staff or the purchase of new computers have on standards. The headteacher deploys teaching and support staff very effectively to have the most beneficial impact on pupils' learning and attainment. Taking all factors into account this is a school that is providing very good value for money.

WHAT COULD BE IMPROVED

38. There are no identified areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. There are no identified areas for improvement and, therefore, there are no key issues for action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	12	12	0	0	0	0
Percentage	14	43	43	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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)		214
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		40

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	0
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.2
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	19	19	19
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100(97)	100(97)	100(94)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	19	19	19
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100(97)	100(94)	100(97)
	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	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	16	16	17
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	97(93)	97(97)	100(97)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	16	16	17
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	97(93)	97(97)	100(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	214
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)	9.0
Number of pupils per qualified teacher	24
Average class size	31

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	163

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
	£
Total income	472866
Total expenditure	477979
Expenditure per pupil	2203
Balance brought forward from previous year	72911
Balance carried forward to next year	67798

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)	1
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	155
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	0	1	1
My child is making good progress in school.	68	30	2	0	0
Behaviour in the school is good.	78	21	0	0	1
My child gets the right amount of work to do at home.	53	40	6	1	0
The teaching is good.	71	26	2	0	1
I am kept well informed about how my child is getting on.	66	31	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	81	16	1	2	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	67	30	1	1	1
The school is well led and managed.	85	13	2	0	0
The school is helping my child become mature and responsible.	76	21	1	1	1
The school provides an interesting range of activities outside lessons.	51	34	7	2	6