

INSPECTION REPORT

BRINSCALL ST JOHN'S C OF E AND METHODIST PRIMARY SCHOOL

Brinscall, Chorley

LEA area: Lancashire

Unique reference number: 119705

Head teacher: Miss Annette Cupit

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 11th – 12th June 2002

Inspection number: 198851

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Harbour Lane Brinscall Chorley Lancashire
Postcode:	PR6 8PT
Telephone number:	01254 830700
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Paine
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brinscall CE/Methodist Primary School is a smaller than average primary school. It is a voluntary aided school that serves the village of Brinscall near Chorley but pupils also come from a wider area, reflecting parental choice for the Christian nature of the school. The school admits pupils aged four to 11 and is organised in seven classes. The school has increased in size since the last inspection and there are now 193 pupils on roll, 113 boys and 80 girls. Five per cent of pupils are eligible for free school meals; this is well below the national average. Pupils are all from white, English speaking families. The school admits pupils with a broad range of abilities but many children enter the reception class with attainment above what is typical of four year olds, particularly in speaking, listening, early literacy and number skills. Quite a few children have well developed social skills and are confident when playing and sharing toys and equipment with others. The school has 10 per cent of pupils on the register of special educational needs, well below the national average. Two pupils have a statement of specific need; this is below average. The local education authority has identified the head teacher's very good expertise and she is seconded for two days each week to act as an 'associate head teacher' to support the leadership of a school in difficulties.

HOW GOOD THE SCHOOL IS

This is a very good school. The head teacher provides very effective leadership and a very clear direction to ensure that all pupils, whatever their background and ability are able to succeed. The school is very well managed with the effective support of the deputy head teacher, staff and governors. Teaching is good and sometimes very good or excellent. This means that pupils achieve well and, by the time they transfer to secondary school, they attain very high standards. All staff provide a high level of care and support that supports pupils' personal development and promotes their self-esteem. The school's ethos for learning is of high quality and encourages pupils to learn through a stimulating range of experiences. Relationships are very good and key to the pupils' very positive attitudes to their work. They thoroughly enjoy school and behave very well. The school provides very good value for money.

What the school does well

- The head teacher provides very good leadership. She is well supported by the deputy head teacher, staff and governors and there is very good teamwork.
- The high proportion of good and sometimes very good or excellent teaching promotes pupils' learning and enables them to achieve well and attain very high standards in their work.
- The relationships in the school are very good; they promote very good attitudes and behaviour.
- The school provides a good range of stimulating activities and experiences that ensure a high quality environment for learning. There is a very good range of activities that involve pupils beyond the school day.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development and these areas are reinforced well in all aspects of its life and work and have a substantial impact on pupils' personal development.
- The provision for pupils with special educational needs is very good. It is managed very effectively and these pupils achieve very well.

What could be improved

- Opportunities for subject co-ordinators to monitor and evaluate the effectiveness of teaching and learning in all classes throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1997. The head teacher, staff and governors have responded well to the issues identified in the report. Teaching has improved since the last inspection with more that is very good or excellent and no unsatisfactory teaching observed this time. Provision for information and communication technology (ICT) has improved substantially. There is a small computer suite and the good decision to provide laptops that can be moved from class to class ensures that the curriculum for ICT can be taught more effectively and with greater flexibility. Staff have been involved in useful training and are well supported by the subject co-ordinator. These features have resulted in standards that are often above those expected for pupils at the age of 11. Art and design is taught well and is based on national guidance. Pupils' work is displayed well and is of high quality. They have a good range of opportunities to develop their creative skills using a wide variety of media, materials and tools. The staff have worked hard to develop a new policy and to improve procedures for the assessment and recording of pupils' progress and attainment. Teachers monitor the results of national and other tests and use the information to target specific groups of pupils in order to raise their achievement. This has been done to good effect through the extension groups in Year 5 and the Better Reading Partnership run by parents and other adult volunteers. The day-to-day checking on what pupils have learned is used well in most classes to enable teachers to plan the next units of work to build on what pupils already know. The school's long term planning has improved and is based on national guidance that is used well to meet the needs of the pupils in the school. The head teacher and senior staff now share responsibility for monitoring and evaluating of the work of the school and the role of subject co-ordinators has been clarified to enable them to lead developments in their subjects. Their role is now more effective but more could be done to enable co-ordinators to visit other classrooms to monitor teaching and learning throughout the school in order to identify what works well and where there could be improvement. Their scrutiny of other teachers' planning is not yet rigorous enough to ensure that planning in all classes consistently identifies what pupils of different abilities will learn.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A*
mathematics	A	A	A	A
science	A*	B	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The school is performing very well. This reflects the value added to pupils' learning and achievement due to the effective teaching. Pupils reach consistently high standards in national tests and in the 2001 tests for 11 year olds the school's results in English were very high and in the top 5 per cent nationally and when compared with similar schools. Standards in mathematics and science were well above national averages and also well above the standards reached in schools with a similar number of free school meals. The school has set suitably challenging targets for this year and is on track to meet

them. The school's results are broadly in line with the national upward trend. In the 2001 national tests for seven year olds, pupils' performance was well above average in reading and writing and in the top 5 per cent nationally in mathematics. Standards in reading and mathematics were well above the average attained in similar schools and were above these schools in mathematics.

When children start in the reception class their attainment is often above that expected for four year olds. The children have a good start to their education and make sound progress. By the time they transfer to Year 1, many pupils are working above the levels expected for their age. Pupils make mainly satisfactory progress in Year 1 but progress is rapid in Year 2 due to the very effective teaching in this class. Pupils' current work in English, mathematics and science is well above the levels expected by the time they reach the end of Year 2. Pupils in Years 1 and 2 receive good support in developing an appropriate spoken language and staff give priority to developing speaking, listening and literacy skills in all activities. However, more able children in the reception and Year 1 classes are not always challenged sufficiently and could achieve more highly.

Pupils in Years 3 to 6 (Key Stage 2) make good progress due to the effective teaching in this key stage. Standards of work are well above average in English, mathematics and science. There are more pupils with special educational needs in the current Year 6 and, based on the attainment of this year group in tests when they were seven, the levels attained in the most recent tests are likely to be slightly lower than last year but still high in relation to the national picture. Pupils achieve well in ICT and standards in this subject are above those expected by the time they transfer to secondary school. Work in other subjects is of a high quality and well presented; pupils take pride in their finished work. Pupils with special educational needs are well supported and make very good progress in relation to their ability. Their useful individual learning plans have clearly defined targets and their progress against them is checked regularly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Staff have high expectations of pupils in respect of their work and behaviour and these are very good.
Behaviour, in and out of classrooms	Very good. The staff manage pupils very well and so behaviour is very good, both in lessons and as they move around the school.
Personal development and relationships	Very good. The high quality of relationships and high expectations of the staff reinforce very effectively the pupils' personal and social development. Pupils look after each other and work and play well together.
Attendance	Good. Pupils enjoy school and are punctual.

Pupils respond very well to the interesting opportunities that the school provides. These promote their learning and enable them to achieve well, whatever their background or ability. All pupils willingly take on responsibilities in class and older pupils respond in a mature way to being responsible for a wider range of school wide areas. The very good examples and high expectations of all staff support the pupils' personal development very well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

Teaching is good, and is sometimes very good or excellent in Years 2 to 6. The high proportion of effective teaching is one of the main reasons why the school is so successfully raising standards. Teachers' planning is thorough and based on their knowledge of what each pupil can achieve. In most classes work is well matched to the needs of all pupils and builds well on what they already know. Although teaching is satisfactory in the reception class and Year 1 classes, more could be done to plan work that challenges the more able, particularly in the later stages of the reception year and into Year 1. In these classes, and particularly in Year 1, daily planning does not identify sufficiently what pupils of different abilities will learn in the lessons. In a few lessons the pace is slow and this limits pupils' learning. In most classes teachers' questioning is very good and well matched to the abilities of different groups of pupils. Staff intervene well to challenge pupils' thinking and so they learn well. Most teachers use time and resources very well and the teaching of literacy and numeracy skills is good and often very good in Years 2 to 6, where teachers reinforce these skills well in other subjects. Pupils are encouraged to develop and practise to good effect their reading and writing skills in subjects such as history, geography and science. Teachers reinforce effectively pupils' numeracy skills in science, design and technology and ICT as they make accurate measures, create graphs and tables and analyse and present data through programs such as Excel. Classroom assistants work very well with teachers to support teaching and learning. Their work is particularly effective with pupils with special educational needs and with targeted groups to raise their achievement in English and mathematics. Teachers make good use of ICT to support their work. They stimulate pupils' interest and support the learning of basic skills with well-chosen programs. Teachers take time to display pupils' work very well and this effectively reinforces their learning and self-esteem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides an interesting range of experiences and activities to stimulate pupils' interest in their learning. The good range of visits and visitors enhances the curriculum.
Provision for pupils with special educational needs	Very good. The school ensures that these pupils receive very good support from class teachers and support staff and so they and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. From starting school pupils learn to care for each other and this is built on throughout the school. Teachers provide regular opportunities for pupils to share their thoughts and feelings and to listen to each other. They learn to appreciate the world about them, to work together and show care for others and for their environment.
How well the school cares for its pupils	Very good. The Christian ethos of the school ensures a very supportive environment in which every pupil is valued and encouraged to achieve success. This is shared and celebrated by the whole school. Staff

	provide very good care and support for all pupils.
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The school prepares pupils well for their next school. Staff use the local community very well and encourage people to visit the school to share their interests and expertise. This helps pupils get a good understanding of life in the local area and the good programme of visits reinforces their learning in areas such as history and geography. The school offers a very good range of out of school clubs. The school's programme for personal, social, health and citizenship education is particularly effective. The school's Citizenship Trophy, awarded annually to the pupil making the most significant contribution to the life of the school and community, is much prized. The partnership between the school and parents is very good and parents work well to support their children's learning. The successful initiatives to improve reading owe much to the contribution of parents, who regularly help in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher gives a very effective lead in establishing a very positive environment for learning that promotes high standards. The school is managed very well and the head teacher is supported well by the deputy head teacher and other staff. Teamwork is very good.
How well the governors fulfil their responsibilities	Good. Several governors help regularly in school. They have a good understanding of what is happening and how the school is performing. They support the head teacher and staff very well and share their commitment to the pupils.
The school's evaluation of its performance	Good. The school's priorities for improvement are based on its good awareness of what it does well and where improvement is needed.
The strategic use of resources	Good. Governors ensure that the school gets good value in all goods and services in order to provide the best quality for the pupils.

The day-to-day management and organisation of the school are very good and supported well by the school administrator. The school is well cared for and reflects the hard work and commitment of the caretaker. The role of subject co-ordinators is developing well; they produce a development plan for their subject and manage a budget to ensure resources are well matched to pupils' needs. The co-ordinators have some opportunities to monitor work in other classrooms and to scrutinise other teachers' planning. The classroom visits do not yet have a sufficiently clear focus to enable co-ordinators to monitor teaching and evaluate learning to identify what works well and where there could be improvement. Their scrutiny of planning is not yet rigorous enough to ensure that all planning consistently identifies what pupils of different abilities will learn in lessons. This results in a lack of challenge to the higher attaining pupils in the reception and Year 1 classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Their children like school. Behaviour in the school is good. The school expects pupils to work hard and 	<ul style="list-style-type: none"> The amount of work children are asked to do at home. The information about how well their children are doing.

do their best. <ul style="list-style-type: none"> • The school is well led and managed. • The feel comfortable in approaching the school with any concerns. 	<ul style="list-style-type: none"> • The way the school works closely with parents. • The range of activities beyond the school day.
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Inspectors agree with the parents' positive views and do not support their criticisms. The inspectors judge the information to parents to be good and that the school works well to develop its partnership with parents. There is a very good range of activities beyond the school day. The amount and frequency of homework is satisfactory and similar to that of most other primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The head teacher provides very good leadership. She is well supported by the deputy head teacher, staff and governors and there is very good teamwork.

1 The head teacher provides very good leadership through the example she sets and the way she co-ordinates school developments. There are very good relationships and, as a result, the staff and governors work as an effective team. This high quality teamwork ensures that the aims and values of the school are shared in order to provide an excellent ethos for learning. The head teacher inspires confidence in the staff by recognising their strengths and supporting them well. She implements effective performance management procedures that ensure that staff have access to good quality professional development and training. This has resulted in teachers gaining a greater level of confidence in teaching ICT, and in developing improved procedures for assessing how well pupils are achieving.

2 The head teacher has a very good understanding of best primary school practice. This enables her to give a very good direction that ensures the curriculum and organisation provide the best possible experiences for all the pupils in the school. The head teacher works very well with staff to promote the pupils' learning and support their achievement. As a result staff are committed to improving the learning opportunities for all pupils in the school and value their success. The school is very well managed and this is well supported by the deputy head teacher, staff and governors. The deputy head teacher works effectively with the head teacher to identify what is working well in the school and give a lead in implementing strategies to resolve any areas for improvement.

3 Governors are very supportive of the school and work closely with the head teacher and staff to support developments. They have a good overview of the work of the school, are knowledgeable about the curriculum and take a role in monitoring and evaluating the school's performance. The analysis of test results taken by pupils at the end of Year 6 and the assessments of how well pupils are doing in other year groups is mostly good. The head teacher and staff make very effective use of this analysis to identify areas for improvement, build on pupils' success and to continue to raise standards. The subject co-ordinators give a good lead in developing their specialist areas. However, their role could be further developed. In a few lessons the pace is too slow and planning does not identify well enough what all pupils will learn. This is mainly in a few lessons in the reception and Year 1 classes. The subject co-ordinators' monitoring and evaluation of work in classrooms has not yet identified these areas in order ensure consistency throughout the school.

4 Parents, pupils, staff and governors are rightly proud of their school and it has a very good reputation within the local and wider community. This is shown in the substantial increase in numbers on roll since the last inspection. The head teacher's high quality expertise has been recognised by the local education authority where she is an 'associate head teacher', seconded for two days each week to support the leadership of a school in difficulties.

The high proportion of good and sometimes very good or excellent teaching promotes pupils' learning and enables them to achieve well and attain very high standards in their work.

5 Teaching is mainly good and is sometimes very good and occasionally excellent in Years 2 to 6. The substantial amount of high quality teaching enables pupils to make good progress throughout their time in school. They achieve well, whatever their background and ability and standards are high.

6 Teachers' subject knowledge is often good; it keeps pupils interested and engaged on their tasks. This was shown in an excellent numeracy lesson with Year 6 where pupils learned very effectively to carry out investigations to solve problems. The teacher led the introduction to the lesson very well and provided a high level of challenge through very skilled questioning that encouraged pupils to find and describe new ways of tackling problems. For example, pupils made bridges with dominoes and investigated the relationship between the length of the bridge and the number of dominoes used. The teacher has excellent skills in managing the pupils and her very good rapport with them is based on her good understanding of the increasing maturity of these Year 6 pupils.

7 Literacy and numeracy are taught very well and this is reflected in the high standards achieved in English and mathematics. In a very good English lesson with Year 2 pupils, the teacher had planned work that was very well matched to the different abilities within the class. She had very high expectations in terms of pupils' work and behaviour and ensured that pupils were very clear about what they would learn and how well they were doing. As a result pupils responded very well and worked efficiently to use non-fiction texts to find information. The time at the end of lessons is used well and in this session the brisk and challenging teaching ensured that pupils were highly motivated and responded very well as they shared what they had learned.

8 Most teachers plan very effectively and build on previous lessons to match activities to what the pupils have learned. Many teachers make good links with work in other subjects. These, together with effective questioning, clear demonstrations and illustrations ensure pupils fully understand concepts and extend their thinking. In a very well taught design and technology lesson Year 4 pupils designed torches to meet the differing needs of the users. They co-operated well in pairs to assemble different types of electrical switches. The teacher's excellent questioning, based on her very good subject knowledge, ensured that pupils used what they had learned in science to investigate the best ways to make the components and make functional torches. The very well resourced practical task enabled pupils to quickly understand the need to test their designs, evaluate their effectiveness and improve them if they could. The effective deployment of the classroom assistant ensured that less able pupils were supported well and achieved success.

9 The substantial amount of effective teaching adds value to the pupils' learning and experiences as they move through the school. They make good progress and transfer to secondary school with a broad range of knowledge, understanding and skills that they can apply to new work. The teachers plan lessons very carefully and ensure a good balance between direct teaching, work in groups and individual work. Most teachers are very enthusiastic; they enjoy teaching and this motivates pupils very well.

The relationships in the school are very good; they promote very good attitudes and behaviour.

10 The relationships between staff are very good and they provide effective examples on which pupils can base their own very effective relationships with others. As a result, they relate very well to the staff and other adults. Their personal and social development is very good and this has improved since the last inspection. Throughout the school, staff work hard to enable pupils to gain confidence and promote their self-esteem. The high quality of support for pupils' personal, social and emotional development is a key feature in their successful learning. The children in the reception class are well settled into the routines of the school and move very confidently in the class base and outdoor areas.

Staff in this class work well together to reinforce the children's personal and social development within all activities. Children are confident and quickly learn to take a part in activities. The teacher shared the story of 'The Three Little Pigs' and they enthusiastically joined in with 'By the hair on my chinny chin chin, I won't let you in' and vied with each other to 'huff and puff and blow your house down'. Children learn to take turns and share and, when working on computers, the more confident children helped others to use the mouse to click on icons, open their programs and identify the option needed.

11 The staff provide a very good range of activities and experiences and this ensures that pupils continue to develop very good attitudes to their learning. Parents are delighted that their children are eager to come to school and respond with such enjoyment to their tasks. Most pupils concentrate well on their work and maintain their interest. Those with special educational needs who sometimes lack concentration are encouraged well by staff and so they work hard and do their best. Pupils work very well together and support each other. By Year 6 they collaborate very well in groups to plan, develop and present multimedia presentations on their chosen themes linked to conservation and the environment. They shared ideas and showed great confidence in using 'Powerpoint' to present their views through text, well-chosen pictures and sound.

12 Pupils are managed very well and their behaviour is very good, both in class and in the outdoor areas. The very experienced staff quickly resolve any petty squabbles and pupils are so interested in the range of opportunities that they forget any differences. The pupils are aware of the few school rules and respond very well to the system of rewards given to promote good work, attitudes and behaviour. They enjoy each other's success and applaud spontaneously as individuals show their good work. All staff reinforce good working habits, encourage pupils to work together and plan activities that will promote learning to share and take turns. They praise pupils' achievement so that they are encouraged to do the best they can. Staff work hard to raise pupils' self-esteem and build their confidence to try new experiences. Pupils rapidly become independent because teachers have clear expectations of work and behaviour and trust pupils to work independently. The staff working with the oldest pupils show awareness of the growing maturity of their pupils and reflect this through opportunities for pupils to show initiative and take responsibility, for example in caring for the younger children at break times.

The school provides a good range of stimulating activities and experiences that ensure a high quality environment for learning. There is a very good range of activities that involve pupils beyond the school day.

13 The curriculum is well planned to ensure that pupils have equal access to a rich and stimulating range of activities and experiences. The National Strategies for Literacy and Numeracy are implemented very well and staff make good links with other subjects to enable pupils to develop and practise these skills. For example, in a very well taught mathematics lesson with Year 2, the teacher enabled pupils to programme a floor turtle to develop their understanding of directions. She made very good use of ICT to remind pupils that they have to give a detailed sequence of instructions in order for the robot to carry out the desired moves. The pupils developed a good understanding of co-ordinates that reinforced their work in geography as they directed their teacher through a 'treasure map', refining their ideas from 'just go up' to clear directions such as 'forward two squares and then turn right'.

14 All subjects of the National Curriculum are represented in sufficient depth and the school ensures that the arts are well represented. Subjects such as art and design, music and dance enhance pupils' cultural development and add much to their self-esteem. The artwork on display is of high quality and is presented very well to enhance the learning environment and to value the work done by pupils. For example, Year 5 pupils have used a variety of techniques to produce a photographic collage in the style of David Hockney. Using a variety of materials such as foil and papier-mâché they

have also created three-dimensional images of objects such as a pineapple, cup and chocolate box. The staff use topical situations very well to enable pupils develop their skills using a wide range of techniques and materials. Life sized sculptures of the Queen and Archbishop of Canterbury in their Coronation robes show how well the pupils had researched their work on the recent Golden Jubilee.

15 Pupils learn effectively because they are fully involved in a good range of practical activities and first-hand experiences. For example, in science Year 2 pupils are gaining a good understanding of the differences between plants and animals by conducting scientific enquiries to investigate the different creatures found in the school playground. They develop a good understanding of how the weather makes a difference to what they might find.

16 The school provides a good range of out of school visits linked to the curriculum topics. Pupils visit historical sites and museums and carry out investigations in the environment. The activities concentrate on enabling pupils to experience the world beyond school and a variety of artists visit the school to work on a range of projects. Pupils have researched the work of artists and sculptures such as The Angel of the North, and have worked with artists to create large, imaginative sculptures of angels using bamboo canes and string. There are regular opportunities for pupils to visit the theatre. The school is pro-active in using the environment to foster pupils' understanding and care of the world about them. Staff provide a good range of extra-curricular activities that enhance pupils' personal and social development and enrich the curriculum. These include choir, music-making with the school ensemble, recorders, football, skittleball and other sports activities according to the season. The pupils have taken part in musical performances for their parents and at venues such as Preston Guild Hall. The older pupils take part in a residential visit that supports effectively their personal and social development as they appreciate the importance of teamwork and gain in confidence and self-esteem.

The school makes very good provision for pupils' spiritual, moral, social and cultural development and these areas are reinforced well in all aspects of its life and work and have a substantial impact on pupils' personal development.

17 The provision for pupils' spiritual development permeates all aspects of school life and reflects the Christian foundation of the school. The head teacher sets the tone for the very good ethos in the school and this ensures a supportive environment where pupils work in harmony. Pupils learn about the environment and show concern for conservation issues. For instance the well thought out multimedia presentations of Year 6 pupils encourage younger pupils to question how we care for our world. 'If we hunt animals to extinction what will be left for others to enjoy?' Pupils listen to music in assemblies and have opportunities to listen to the choir and ensemble. They are encouraged to reflect and respond to the feelings the music promotes. The high quality artwork displayed throughout the school encourages a thoughtful response. In the hall, images of Christ, done in work linked to art and design and religious education are displayed and show how pupils have thought deeply about how He might have looked. They have shown a great sensitivity in their drawings to portray characteristics of Jesus. The pupils are encouraged to reflect on a wide range of issues in assemblies. The very well developed garden in the school grounds provides good opportunities for quiet reflection on the beauty of the natural world.

18 Pupils' personal and social development is very good and they show a mature awareness of the need to be tolerant and to respect the views and feelings of others. They are always ready to help others and parents value this. Pupils care for each other and are particularly supportive of those with special educational needs. For example, they offer help with reading questions or finding information on CD-ROM. Pupils in Year 6 willingly help younger children in the classroom at wet break times, and in the playground. When pupils join a class during the term they are welcomed by other pupils who enable them to settle quickly into the school routines. The school is involved in the Healthy

Schools initiative and also gives emphasis to developing citizenship. The school's Citizenship Trophy, awarded annually to the pupil making the most significant contribution to the life of the school and community, is keenly contested.

19 Pupils learn a very good range of social skills that help them to develop and mature as members of their school community. The school supports charities by fund raising, and pupils are learning to be aware of others less fortunate than themselves. They take part in a wide range of visits into the community, including a residential experience for the older pupils where they learn to work and play together as they tackle a range of activities. Pupils respond very well to the opportunities to take responsibility for their own work; they work independently and take the initiative for their own learning. This starts in the reception class where children are expected to take responsibility for getting out and returning their equipment. Many pupils take on formal responsibilities around the school; for example, they deliver registers to the office, set out equipment and act as monitors in an extremely mature and sensible manner.

20 All members of staff place a very high priority on pastoral care, are very approachable and totally supportive. The support staff are dedicated and caring, and are committed to providing very good support for both teachers and pupils. All staff have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously.

21 The school makes very effective provision for pupils' cultural development. Pupils learn about their local culture through the well-planned range of visits linked to the curriculum. The good programme in music and art and design enables pupils to learn about the work of local artists and musicians, and about those from other times, cultures and traditions. Pupils are gaining a good awareness of other religions and cultural differences and traditions through their work in religious education, history and geography. Staff make good use of ICT to encourage pupils to use CD ROMs and the Internet to find out about these aspects.

The provision for pupils with special educational needs is very good. It is managed very effectively and these pupils achieve very well.

22 The school makes very good provision for pupils with special educational needs. All funding is used well to ensure that they have the best possible support. The co-ordinator for special educational needs has very good expertise and manages provision very effectively. He works well with all staff to ensure that these pupils are encouraged to gain in confidence and self-esteem and to achieve as well as they can. The co-ordinator has worked very hard to ensure that the provision takes account of the latest code of practice and that all staff are aware of procedures to be followed. He works well with class teachers to draw up individual education plans that are well matched to the needs of each pupil and provide clear targets for them to work toward and good guidance on how these can be achieved. These plans are often linked to providing support for the pupils' reading, writing and number skills or to improving their personal and social skills. Individual targets are reviewed regularly to take account of the changing needs of the pupils and are shared with parents so that they can support their children at home. Parents value this communication with the school. The co-ordinator ran a six-week course for parents and this proved so successful in enabling the school and parents to work more closely together for the benefit of the children that more courses are planned.

23 The co-ordinator has developed a whole school policy and provided guidance to staff so the pupils with learning problems are identified early in their school career. This means that this early intervention provides good support so that pupils often reach the levels expected for their age and no longer need extra help. All staff show great commitment to pupils with special educational needs and ensure that these pupils are very well supported and they are encouraged to take a full part in all

activities, whatever their level of ability. For example, staff encourage less confident pupils to 'have a go' in physical activities or when working on computers. Pupils with special educational needs are fully integrated into their classes and work well in group activities or when working individually with adults. Their learning is carefully monitored and, where a pupil requires direct teaching or support, this is managed well by the staff. For example, when pupils have a statement of specific need the school ensures that the provision is of high quality and is complemented by work done by class teachers.

24 Pupils with special educational needs enjoy their learning and they achieve success through tasks that are well matched to what they already know and can do. The well-trained support staff are deployed well throughout the school to work with these pupils. They work well with teachers and plan work that pupils enjoy and enable them to make good progress. They provide effective support in lessons and when they withdraw pupils from class to work in small groups or individually.

25 The school has developed good links with outside specialist agencies such as speech therapists, educational psychologists and physiotherapists. The good provision ensures that resources are well managed and the pupils make good progress and achieve as well as they can for their ability.

WHAT COULD BE IMPROVED

Opportunities for subject co-ordinators to monitor and evaluate the effectiveness of teaching and learning in all classes throughout the school.

26 The monitoring and evaluation of the work of the school has improved since the last inspection and the head teacher and senior staff now share responsibility for checking on the effectiveness of work throughout the school. The subject co-ordinators have a clearer understanding of their role in leading developments in their subjects. Their role is now more effective but more could be done to enable them to visit classrooms to monitor teaching and learning throughout the school in order to identify what works well and where there could be improvement. They scrutinise other teachers' planning but this procedure is not yet rigorous enough to ensure that planning in all classes consistently identifies what pupil of different abilities will learn.

27 Although all teaching is at least satisfactory there are a few lessons where the pace is too slow and pupils do not learn as well as they could. This is mainly in a few lessons in the reception and Year 1 classes. In Year 1, planning is often a list of activities and does not show clearly enough what pupils are expected to learn and how the teacher will know what has been learned. The co-ordinators' monitoring and evaluation of work in classrooms has not yet identified these areas to ensure that the high level of good practice throughout the school is identified and used to support aspects that are working less well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28 Recognising the very good practice that already exists, the head teacher, staff and governors should: -

- (1) Provide more opportunities for subject co-ordinators to more effectively monitor teaching and learning in their subjects and their impact on pupils' achievement through:-
 - regular visits to all classes with a clear focus in order to identify and share with all staff what works well and to identify and support any areas for improvement;

- careful scrutiny of other teachers' planning to ensure that in all classes it consistently identifies what pupils of different abilities will learn;
- analysing samples of work pupils' work in their subjects in order to check that the planning is put into practice effectively and that pupils have actually learnt what was intended.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	3	5	0	0	0
Percentage	15	45	15	25	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	193
Number of full-time pupils known to be eligible for free school meals	-	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	19

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	10
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	-	-	-
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	95% (96%)	100% (96%)	100% (96%)
	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	-	-	-
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	95% (96%)	95% (96%)	100% (96%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Where the number of boys or girls is 10 or less, figures are omitted.

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	10	20	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	19	18	20
	Total	29	26	30
Percentage of pupils at NC level 4 or above	School	97% (90%)	87% (95%)	100% (100%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	19	19	20
	Total	28	28	30
Percentage of pupils at NC level 4 or above	School	93% (86%)	93% (86%)	100% (86%)
	National	72% (70%)	74% (72%)	82% (79%)

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

Where the number of boys or girls is 10 or less, figures are omitted.

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	193
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)	8
Number of pupils per qualified teacher	23.5:1
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	83.75

Financial information

Financial year	2001-2002
	£
Total income	415,017
Total expenditure	415,797
Expenditure per pupil	2,200
Balance brought forward from previous year	34,841

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	3
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

193

Number of questionnaires returned

81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	2	1	1
My child is making good progress in school.	42	47	4	0	7
Behaviour in the school is good.	47	48	0	0	5
My child gets the right amount of work to do at home.	26	48	16	9	1
The teaching is good.	47	40	7	0	6
I am kept well informed about how my child is getting on.	26	43	27	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	41	5	2	0
The school expects my child to work hard and achieve his or her best.	46	48	2	1	2
The school works closely with parents.	23	50	23	4	0
The school is well led and managed.	46	47	4	0	4
The school is helping my child become mature and responsible.	44	53	1	0	1
The school provides an interesting range of activities outside lessons.	23	41	25	7	4